

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 and Diversity Unit: EqualityandDiversityUnit@uwe.ac.uk.

Activity Title	ITS Hybrid Working Project – The Future
Project Manager and Contact	Project manager: Hilary Rowe and Project Coordinator: Chloe Hayward

The aim of the The ITS Hybrid Working – The Future project is to integrate all of ITS into campus life and so improve the student and staff experience. The objectives include moving ITS staff out of Building 640 into appropriate working space on UWE campuses and embed effective hybrid working for all ITS staff.

The benefits include:

- ITS will be embedded in the heart of the University campus. UWE Bristol is a campus university and ITS should be an integral part of it.
- All ITS teams will be located on UWE campuses. Any perceived division that currently exists between ITS teams and individuals working on campus and those in Building 640 will disappear.
- All ITS teams will be closer to their customers (staff and students) which should result in a better student and staff experience.
- Consolidating ITS teams on campus will enable ITS to gain the benefits of hybrid working in the most effective way.
- More efficient use of University space; Building 640 no longer needs to be occupied.
- Commercial opportunities for Building 640 that could drive a revenue stream for the University.

Staff will experience changes to their day to day lives by no longer working in building 640 and provided with the opportunity and flexibility to work in a hybrid way. Staff who do not require a permanent desk will be required to book a hot desk on campus, other spaces for collaborative working spaces will be available including drop in desks and confidential discussions.

ITS staff will have the opportunity to book hot desks, using a desk booking app that will allow the user to review hot desk floor plans and key details including hot desk equipment and set up.

1. Proposed activity (change, refresh, policy, process or practice) being analysed
 Moving ITS staff out of building 640 and introducing hybrid working.

2. What sources of information/data, or who have you identified to help explore potential equalities impacts?
 We have been working with an EDI champion and Vicky Swinerd who have supported in identifying any potential equalities impacts.

3. Assessing the activity from different perspectives

The table below outlines how the ITS Hybrid Working Project could impact the protected groups listed below.

	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)	<p>People who have declined the vaccine.</p> <p>People from many equality groups may have legitimate personal safety concerns when working shifts, or working in under populated campus spaces over the summer.</p>	<p>Messages from managers to continue to explicitly offer flexibility, including remote working where possible to staff who have declined or been unable to access vaccines.</p> <p>Check of new office space, connecting corridors and lighting with this consideration in mind (e.g. are there blind corridors, other dead-ends or badly-lit places) as a requirement to the Space Management Team.</p>	<p>People Manager.</p> <p>Member of staff.</p>	Ongoing		
Age (older people, younger people)	Younger people may not have received both covid vaccines and therefore feel more at risk when returning to campus.	Messages from managers to continue to explicitly offer flexibility, including remote working where possible to staff who have declined or	N/A	Ongoing		

		been unable to access vaccines.				
Disability , including mental health and non-visible disabilities	Disabled staff will need to access reasonable adjustments at least at their main workplace, and ideally both at home and on campus (hot desk).	Member of staff to speak to people manager.	People Manager.	Ongoing		
	Medication may need to be stored within the working space.	Kitchen/fridge/lockers to be listed as a requirement to the Space Management Team.	Project Team/Space Management.	Ongoing		
	Rest room	Easy access to rest room listed as a requirement to the Space Management Team.	Project Team/Space Management.	Ongoing		
	Access and routes to the new working space for people with mobility problems.	We are working with the Space Management Team, Health and Safety assess routes will be listed as requirement.	Project Team/Space Management.	Ongoing		
	Car parking available near new location of hot desks?	Work with Car Parking Team to find out the closest car park for the member(s) of staff. Disability permit can be requested.	Member of staff.	Ongoing		

	<p>Staff who are considered at increased risk from covid due to health conditions i.e. classed as clinically vulnerable or clinically extremely vulnerable may be particularly anxious about returning to campus.</p> <p>Neurodiversity staff may find returning to campus and the new hybrid way of working causes anxiety.</p> <p>Lighting for new working space could effect people who have problems with bright lights overhead or in field of vision.</p>	<p>IT Services knowledge individual circumstances therefore suggest the member of staff to speak to their people manager and HR.</p> <p>Member of staff to speak to people manager regarding a permanent desk on campus</p> <p>Staff to speak to people manager and ensure this is listed as a requirement for the space management team.</p>	<p>Member of staff.</p> <p>Member of staff.</p> <p>Member of staff.</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>		
Women and men	<p>Rest room.</p> <p>Childcare and other caring responsibilities.</p>	<p>Easy access to rest room listed as a requirement to the Space Management Team.</p> <p>Member of staff to speak to their People Manager regarding any flexibility in working pattern.</p>	<p>Project Team/Space Management.</p> <p>Member of staff.</p>	<p>Ongoing</p> <p>Ongoing</p>		
Trans and non-binary people , including gender reassignment	<p>Trans and non-binary people may have come out while working from home, and may need a confidential space to</p>	<p>People Managers to arrange a private space to discuss communication options and ensure they have</p>	<p>People Manager.</p>	<p>Ongoing</p>		

	discuss whether or how to communicate this to colleagues and students.	information around staff counselling services and LGBT network.				
Marriage and/or civil partnership	N/A	N/A	N/A			
Pregnancy and/or maternity, including Adoption	<p>Risk assessment required for all pregnant people in the context of the new working environment.</p> <p>Rest room</p> <p>Returning from maternity leave, member(s) of staff could require somewhere to express/store breast milk.</p> <p>Will the new hot desk location be further away from the nursery?</p> <p>Staff who are considered at increased risk due to pregnancy are classed as vulnerable and are encouraged to continue to work from home where they can.</p> <p>Staff who are pregnant may find working at home more difficult if they do not have appropriate equipment and work station at home.</p>	<p>Provide people managers with the relevant information.</p> <p>Will we require a staff room or can we provide quiet spaces within the hot desk facilities.</p> <p>Access to fridge and private location.</p> <p>People manager to understand the extra time to travel to nursery.</p> <p>Messages from managers to continue to explicitly offer flexibility, including remote working where possible to staff who are classed as vulnerable.</p> <p>Member of staff to speak to people manager and HR regarding primary place of work and workplace adjustments.</p>	<p>People Manager.</p> <p>Project Team/Space Management.</p> <p>Project Team/Space Management.</p> <p>People Manager.</p> <p>People Manager.</p> <p>Member of staff.</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>		

	<p>Staff who are currently on maternity leave may feel unsure about their return to work.</p> <p>Pregnant staff may have delayed taking up a vaccine offer, and may have legitimate concerns about returning without vaccination.</p>	<p>Member of staff to speak to people manager and HR.</p> <p>Messages from managers to continue to explicitly offer flexibility, including remote working where possible to staff who have declined or been unable to access vaccines.</p>	<p>Member of staff.</p> <p>People Manager.</p>	<p>Ongoing</p> <p>Ongoing</p>		
<p>Race, including ethnicity and citizenship</p>	<p>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.</p> <p>Staff who are from a BAME background 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 confidence in discussing race and ethnicity)</p> <p>There is an increased risk of hate crimes and hate incidents, particularly affecting East Asian and Chinese communities as well as potentially Indian and South</p>	<p>Member of staff to speak to people manager and HR.</p> <p>ITS staff may wish to engage with positive culture change initiatives as they return to campus, for example Speak Up training, or becoming an EDI Champion.</p>	<p>Member of staff.</p>	<p>Ongoing</p>		

	Asian communities (resulting from the most recent variant).					
Religion and/or belief , including those without religion and/or belief	Prayer room: will the location be closer or further away, and how social distancing practice could limit the availability of these spaces.	People manager to understand the extra time to travel to prayer room and any possible need to stagger attendance times with other users of the room.	People Manager.	Ongoing		
Sexual orientation	Lesbian, gay or bisexual people may have come out while working from home, and may need a confidential space to discuss whether or how to communicate this to colleagues and students.	People Managers to arrange a private space to discuss communication options and ensure they have information around staff counselling services and LGBT network.	People Manager.	Ongoing		
Other specific group	Staff with low income may not have appropriate equipment or workstations for home working.	Member of staff to speak to people manager and HR to discuss permanent desk space on campus.	Member of staff.	Ongoing		
	Staff with family abroad may need flexibility to isolate to return of a family trip.	Member of staff to speak to their people manager	Member of staff.	Ongoing		
Socio-economic factors	Staff from low income backgrounds may be more likely to use public transport and may have increased anxiety about returning to campus	Member of staff to speak to people manager and HR to discuss options.	Member of staff.	Ongoing		



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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)		3 weeks	6 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
The ITS Hybrid Working Project has a Unison and HR Officer as representative on the Project Board.			
What measure / statistic / data will you use to check if the activity has had a positive, negative or neutral outcome?	Check in surveys, the project also includes a mechanism available for ITS staff to request changes to the campus working environment.		
When will you review this Equality Analysis?	During and after the consultation period		

5. Equality and Diversity Unit Review			
The Equality and Diversity Unit has reviewed this Equality Analysis and is satisfied that it is ready for formal consultation			
Equality and Diversity Unit representative	Vicky Swinerd	Date	15/09/21

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	Mark Davis
Faculty / Department / Service	IT Services
Date	14/09/2021

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 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 amend 'Access and routes to the new working space for people using wheelchairs' to something like 'Access and routes to the new working space for people with mobility problems'. It is not just wheelchair users who have access issues, but other disabled staff: for example, I would struggle to walk up a long flight of stairs and know there are other ITS staff with similar problems.	Wording has been changed on the disability section as requested as not everyone with mobility problems will be wheelchair users.
Has lighting been taken into account? Some people have problems with bright lights overhead or in their field of vision: e.g. people with epilepsy or neurodiverse people.	Lighting has been added to the disability section on the EA document. Member of staff to raise any lighting issues with their people manager to ensure it's recorded on the requirements spreadsheet for the Space Management Team.
Chairs: many staff (not just disabled staff) need customised chairs, e.g. to provide specific back/neck support, or to be more adjustable. How will this work with hot desking?	Chloe Hayward contacted the member of staff to explain it would depend on how the chair is customised i.e removable back support would need to be placed onto the hot desk chair when in use by the member of staff. If a specialist chair is required (Occupational Health) the member of staff should request a fixed desk on campus.



Adjustable desks: How can people hot-desk if they need desks that are higher or lower than standard, or if they use a standing desk?	Chloe Hayward informed the member of staff that the project sponsor has agreed the Project team can purchase some adjustable desks for the new ITS hot desk area.
My overall concern is that hot-desking is not going to work for people with special needs. Is it the intention that they will have to work on campus permanently?	Chloe Hayward informed the member of staff that people managers are providing the project team with any reasonable adjustments which will be recorded as a requirement for the Space Management Team.

Please forward an electronic copy to the E&D Unit by emailing EqualityandDiversityUnit@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.