



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, Diversity and Inclusivity Team: 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?					
<ul style="list-style-type: none"> - 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

<p>All (possible impacts affecting many groups)</p>	<p>(a) A range of factors may increase an individual's risk to COVID-19 and/or their concern about being physically on campus.</p>	<p>(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.</p>	<p>Lizzie Johnson and Suzanne Carrie</p>	<p>1 August (for all actions)</p>	<p>PRA is well used and supports colleagues to have proactive and effective conversations with their managers about their working pattern for 2020/21</p>
	<p>(b) A range of factors may lead to individuals finding working from home difficult and may lead to a desire to return to campus.</p>	<p>(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</p>	<p>HR</p>	<p>Ongoing</p>	
	<p>(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.</p>	<p>(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</p>	<p>HR</p>	<p>1 August</p>	
<p>(d) There may be low levels of trust that the university will adequately respond to differing needs during the recovery phase</p>	<p>(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</p>	<p>Lizzie Johnson, Suzanne Carrie, Mark Webster</p>	<p>26 July</p>		
<p>(e) Opportunities for flexible working and changes to working practices may benefit individuals with a range of characteristics</p>					

		phase and any subsequent lockdowns that are required.				
Age (older people, younger people)	<p>Staff who are aged 70+ are classed as vulnerable by the government and are advised to stay at home.</p> <p>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.</p>	<p>Staff who are 70+ should continue to follow government advice.</p> <p>Age is included in the personal risk assessment as a risk factor</p>	See "All" section relating to PRA			
Disability , including mental health and non-visible disabilities	<p>Staff who are considered at increased risk due to health conditions i.e. classed as clinically vulnerable or clinically extremely vulnerable.</p> <p>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.</p> <p>Staff may experience worsening mental health due to increased uncertainty and additional stresses created by COVID-19.</p>	<p>Staff who are classed as clinically vulnerable or clinically extremely vulnerable should continue to follow government advice.</p> <p>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.</p> <p>There is an overall COVID-19 risk assessment that has</p>	<p>See "All" section relating to PRA</p> <p>Alison Weeks</p> <p>Alison Weeks</p>	<p>27th July</p> <p>Ongoing</p> <p>Ongoing</p>		

		<p>identified measures for the management of psychological risks. There will be the development of a specific stress risk assessment</p> <p>Regular communication will continue (this has been shown through pulse surveys to be effective in reducing uncertainty)</p>	Jemma Griffiths and HR			
Women and men	<p>Evidence from PHE advises that COVID-19 has a statistically greater effect on men – this risk is greatest when other risk factors are present.</p> <p>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.</p> <p>Evidence suggests that domestic violence (including coercive control) has increased significantly during lockdown. Women are</p>	<p>Sex and Gender will be included on the Personal Risk Assessment.</p> <p>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.</p> <p>Communications to staff of wellbeing resources including support relating to domestic violence.</p>	<p>See "All" section relating to PRA</p> <p>Caring responsibilities will be added as an indirect risk on the PRA</p> <p>Jemma Griffiths and HR</p> <p>Jemma Griffiths</p>	<p>Ongoing</p> <p>Ongoing</p>		

	statistically at greater risk of domestic violence but either gender could be at risk.					
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.	Ethnicity will be included on the Personal Risk Assessment.	See "All" section relating to PRA			

	<p>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)</p> <p>There is an increased risk of hate crime, particularly affecting East Asian and Chinese communities.</p>	<p>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.</p> <p>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</p>	<p>All</p> <p>Jemma Griffiths, Alyssa Willis, Block 0 Speak Up team</p>			
<p>Religion and/or belief, including those without religion and/or belief</p>	<p>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.</p> <p>Staff observing religious holidays may require annual leave or flexible working patterns. They may feel unable to ask for these if they</p>	<p>Spaces will operate as COVID-Secure spaces. Religious practices will be added to the PRA to understand requirements.</p> <p>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.</p> <p>Annual leave or flexible working requests related to religious observance or holiday should be prioritised wherever possible in</p>	<p>See "All" section relation to PRA</p> <p>Jemma Griffiths</p> <p>All Managers</p>			

	<p>compete with flexible working requirements due to extended days or different working patterns created by social distancing.</p>	<p>accordance with standard HR policy and practice.</p>				
Sexual orientation	<p>Lesbian, Gay or Bisexual staff may feel unable to discuss their personal situation in relation to caring or additional risk factors with their manager.</p>	<p>Personal Risk Assessments can be discussed confidentially with HR rather than with line managers when required.</p> <p>PRA's to be standardised to ensure all staff can provide information relating to their personal situation</p>	<p>See "All" section part c</p> <p>See "All" section relating to PRA</p>			
Other specific groups Individuals with citizenship or family outside of the UK	<p>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.</p>	<p>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.</p>	HR	Ongoing		
Individuals with caring responsibilities	<p>Staff who are caring for individuals who are clinically or clinically extremely vulnerable may find working on campus more difficult.</p> <p>Staff who are caring for children may need additional flexibility due to changes to school/nursery/ childcare provision.</p>	<p>Caring responsibilities will be included in the PRA</p>	<p>See "All" section relating to PRA</p>			

Socio-economic factors	<p>Staff with low income may not have appropriate equipment or workstations for home working.</p> <p>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).</p>	<p>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.</p>	See "All" section relating to PRA			
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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)		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	
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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
PRA needs to include examples of risks and mitigations	
PRA needs to include a section on anxiety or worries about return to campus, and potential for worsening mental health if working at home and isolated or lonely.	This has been included in the PRA and guidance
PRA needs to give those with no additional risks a more clear outcome – at the moment it leaves you without a next step	We have improved the process of the form to help identify more clearly what to do if there are no specific actions to mitigate your individual risk factors.
PRA needs to be accessible	The final version of the PRA is accessible
We need to consider family members who are vulnerable as an additional risk – even if you're not caring for them	We have included this more clearly in the personal risk assessments for staff

<p>Individuals with significant risks need to be able to decide for themselves whether they want to return to campus. It is not clear whether the university would mandate this.</p>	<p>The personal risk assessment and guidance has been strengthened to be clearer about when we would not expect someone to return to campus, and to be clearer that the individual would have a significant role in assessing their own risk.</p>
<p>EA needs to include the risk of family and relationship breakups due to additional pressure and stress of working and living so closely together</p>	<p>We have added this into the section on indirect risks in the personal risk assessment. Guidance will include information about how to request to work on campus as well as links to the EAP service that can provide free support options.</p>
<p>Not all potential health conditions that could impact on COVID-19 risk are included in the PRA or listed in the EA.</p> <p>Colleagues also noted the menopause as potentially causing increased risks.</p> <p>Crohns and Colitis UK guidance was shared by a colleague which presents slightly different guidance from the PHE categorisation.</p>	<p>The university is following PHE guidance and the PRA provides a list of conditions formally recognised by PHE. PHE guidance does not currently state that menopause can increase the risk of COVID-19, but we recognise that scientific understanding on risk factors is constantly evolving.</p> <p>We will continue to use the PHE guidance as the primary source of health conditions that present increased risk. However, we recognise that this list may change over time as understanding of the virus grows. If there is a significant change to PHE guidance we will update the Personal Risk Assessment and communicate the new risk to staff. Individuals with complex health conditions should be encouraged to bring recommendations from recognised sources (including medical bodies and their own doctor) as part of the personal risk assessment process. The guidance will remind managers that individual's understanding of their own health condition should form a significant part of the decision making process about risks related to underlying health conditions.</p>
<p>Comments on cumulative risks: comments included being pleased that this was recognised but wanting it more strongly stated, including in the mitigation section and a suggestion that scoring risks might help to show cumulative risks more easily</p>	<p>We have explored a scoring system for risks but have instead retained the focus on the highest risk level to an individual. We have tried to improve the presentation on the form to make it more easy to see the risk level and the impact of cumulative risks.</p>

Colleagues noted that age increases in a linear pattern – so someone who is 69 has a risk profile more similar to someone who is 70 than someone who is 50	
Risk of exposure is not included in the form – for example from students on placements in healthcare settings	This is an environmental risk and is being added to the workplace risk assessment. The two documents do interact and are now cross-referenced in the guidance. Workplace assessments where students present particularly increased risk of exposure (for example due to healthcare placements) will include a reminder to consider individual risk levels (such as particularly protecting individuals with vulnerabilities) and the guidance for the personal risk assessment will ask you to consider your working environment in developing mitigations.
Conversations about working from home could help individuals talk to their manager about difficult home situations (such as domestic violence, family difficulties or where the home environment is not inclusive of characteristics such as gender identity, sexual orientation or religion/belief)	We will include guidance for managers about how to have sensitive conversations and will provide links to resources that might help managers. The guidance will remind managers to not make assumptions and that issues at home can affect anyone. The guidance will also link to the EAP service which can provide support.
PRA doesn't include ensuring staff who need annual or flexible leave for religious reasons (practice or holidays) can take this time	This is included in the PRA as an indirect risk and in the guidance
PRA doesn't include what to do if staff do not have appropriate work stations to work at home	This is included as an indirect risk and the process for reporting this is included in the guidance
Language around disability – need to change the language to talk about impairments or health conditions to fit with the social model	This has been addressed in the PRA and associated guidance
Managers asked for an area of the form to record a summary of the conversation and agreed actions – this would then be signed by both the manager and the individual	This has been included in the PRA and guidance
Individuals with children in nursery at or near a campus stated they would like to be considered for working on campus as this would reduce travel time for them (otherwise they would need to drive to campus to drop a child/children at nursery, return home to work and then come back to pick up their child/children)	This has been included in the PRA and the guidance as part of the indirect risk section
Public transport risks are not included in the PRA	This is an environmental risk and is being added to the workplace risk assessment. The two risk assessment processes interact and are cross referenced in the guidance. Workplace assessments

	include travel to/from work and will include a reminder to consider individual risk levels.
The guidance for the personal risk assessment is not clearly signposted	This has been more clearly linked in the final version
Individuals noted that the overall message of 'work from home if you can' was not communicated strongly enough.	This has been strengthened in the PRA and guidance
There needs to be clearer guidance for staff about prayer and ablution facilities on campus	This will be developed with the support of muslim staff
Staff with health conditions or disabled staff may have missed medical appointments or may need additional time to attend appointments.	This is included in the PRA and guidance.
Campus working or at home working may create additional barriers for disabled staff.	Disabled staff to be involved in reviewing processes for on campus/at home working and developing guidance for Managers

Please forward an electronic copy to the EDI Team by emailing 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.