**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/_layouts/15/download.aspx?SourceUrl=https://docs.uwe.ac.uk/sites/equality-and-diversity/Documents/Equality%20analysis/Equality%20analysis%20guidance.docx) or contact the Equality, Diversity and Inclusivity Team: edi@uwe.ac.uk.

**Activity Title:**

**Project Manager and Contact:**

Proposed activity (change, refresh, policy, process or practice) being analysed

Enter short description of what it is, the objectives and why you are doing it. If you are amending a current activity, what changes are proposed? Please outline the ways that students, staff, visitors or contractors might experience changes in their day to day lives e.g., changes to buildings, working hours, administrative processes.

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| **Proposal:**As part of our [Transforming Futures: People Strategy](https://www.uwe.ac.uk/-/media/uwe/documents/about/strategy-2030/transforming-futures-people-supporting-strategy.pdf) UWE are developing principles to support flexible working practices. These principles will support staff and managers to navigate our refreshed ways of working. We have looked holistically at flexible working practice that currently exist to align our policies and guidance. This involves exploring how people can deliver the best results, working efficiently and effectively, whilst having flexibility to support a positive work/life balance. The principles have wellbeing and sustainability at the core.This work will inform how we support staff through our working practices, our behaviours and skills, and our policies and guidance, in particular the hybrid working principles, the flexitime scheme, flexible working requests and remote working. The university is operating in a continuous learning transition in relation to successful flexible working. These principles will be continuously reviewed to ensure they are relevant and up to date.**What will change?** * The principles reflect current ways of working and allow us to further develop best practice. They are an overarching guiding tool to help conversations about flexible working practices.
* There will be a key focus on training with support available for People Managers through clinics and training to manage to implementation of flexible working principles.
* Our proposal is that flexi time scheme does not return. It is proposed this will be replaced with principles which are applied at a local level with staff, manager and their teams. The principles are underpinned by trust, inclusivity and business need.
* It is worth noting that flexible working will vary depending on the context of your role at UWE. Clearly flexible working principles are less relevant for certain roles at UWE.

**Why are we making this proposal:**Universities are thinking strategically, beyond the recent pandemic to review their services enhancing the digital student experience and modify ways of working. Key principles highlighted for future ways of working –* Delivery of student-centred services
* Financial sustainability
* Staff health and wellbeing at the core
* Enables decisions to be made at a local level within teams (based on principle of trust)
* Recognising that one-size does not fit all
* Recognises outcomes as opposed to presenteeism and trust over control
* Demonstrates a shift from static teams to an agile workforce, from employee productivity to team effectiveness, from siloed information to transparency and encouraging innovation & growth
* Thinking about space more innovatively to meet varying needs at different time. Link to Place within Strategy 2030.
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What sources of information/ data, or who have you identified to help explore potential equalities impacts?

Examples include: External or Sector data/research, Staffing Statistics, Student or Staff Networks, specific stakeholders.

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| Feedback and input has been sought from a wide variety of sources including:* Focus groups with staff and People Managers on knowledge of current flexible working practices / what is good about current flexible working practices / what needs to change / how to better manage balance between individual, team and organisation
* Flexible working group set up with representation from across the university including People and OD, EDI, IT, Space management, Learning and Development, Corporate communications, Resourcing, Digital Learning, Libraries, Colleges. Subgroups were set up to focus on relevant areas
* Trade Unions in line with code of practice for joint working
* Staff Networks
* Health and Wellbeing Strategy Group
* VCE
* Underpinned by Gartner research, UHR, CIPD etc
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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.

**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**

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|  | **Possible Positive Impact on Groups** Include relevant data if possible | **Possible Negative Impact on Groups** Include relevant data if possible | **Actions Required** | **Responsible** **Person** | **Target date** | **Success indicators** | **Progress to date** |
| All (possible impacts affecting many groups) | Potential for positive impact on all groups of staff able to work flexibly. | Potential negative impact on any staff unable to take advantage of flexible working because of their role. | People Managers to highlight other benefits/rewards of working at UWEPeople Managers regularly conducting reviews with teams, guidance to be provided through a Q&A framework. Regular reviews of how the principles are being applied across the university (e.g. pulse surveys) | People Managers | Dec 2023 and ongoing |  |  |
| The Flexible working principles provide an opportunity to review ways of working from a job design perspective. Job design is the process of establishing employees’ roles and responsibilities. | Potential for misconception of who is required on campus and when. Need to be clear about this with staff.  | Specify on job adverts if roles are campus-based only, flexible working or potential for remote to help manage expectations. Managers consider when designing job what the best way of working is, with flexible working principles in mind. | Job design responsibility – Talent team People and OD – Amanda McLay and hiring manager across the university working with Resourcing Team | Dec 23 and ongoing |  |  |
|  | Be mindful of proximity bias. Proximity bias describes how staff who are physically closer to managers tend to be treated more favourably.  | Consider ways of People Managers monitoring proximity bias, included in 1.1 template. Look at in guidance and unconscious bias training. Building relations with people working at a distance. Guidance around proximity bias to be added to reward and recognition pages. Ensure support for managers in managing flexible teams is tuned into proximity bias. | Karl Daly, LDC – People Manager trainingReward Team, People and OD | Nov 23Nov 23 |  |  |
|  |  | Accessibility of the Flexible Working principles wording | Re drafting of the principles to ensure they are easier to read, digest and understand | Internal Comms/ Jemma Griffiths | COMPLETED |  |  |
| Opportunity for enhanced digital capability and supporting staff with working remotely  | More work to be done to ensure digital capability is well supported across the university | Digital skills need to be embedded into staff induction. In addition, managers need to treat implementing digital Reasonable Adjustments as a priority. This will be addressed through Manager clinics. | Digital capability responsibility – LDC/Digital Learning Service  | Nov 23 onwards |  |  |
|  | Principle 1 – trusted to thrive and flourish. Insights data suggests that those working from an office have a higher job satisfaction, however individual experience is also worth noting, e.g. disabled people or people experiencing marginalisation or hate in the office may differ |  |  |  |  |  |
|  | Principle 3 – purposeful presence is important however managers will also need to consider how to support staff in ways that do not exclude those who cannot come to campus for these activities (re disability, faith, trans, pregnancy/maternity, menopause etc), or excluding those who are required to come to campus but prefer a quieter space (mental health, neurodiversity etc). | This will be addressed through People Manager training and awareness / content in guidance. Creation of a meetings charter to support inclusivity and wellbeing.  | LDC and Flexible Working Group | Dec 23 |  |  |
|  | Principle 5 – Prioritise Inclusion. The wording needs broadening out to include wider protected groups. | Edit Principle 5 wording | Flexible Working Group | Nov 23 |  |  |
| Principle 7 – attractive and competitive. Recruiting nationally allows us to widen to a pool of talented and diverse staff living nationally by designing some roles as predominantly remote where necessary e.g. hard to recruit roles.  | Principle 7 – attractive and competitive. This could disadvantage some groups (e.g., those newly arrived in the UK those without time and resource to sustain those networks, those without formal education in their field. Home working by design has possible impacts on the community within the team and levels of trust. Staff miss out on the benefits of on campus working. It is more challenging to create psychological safety and for example discuss racism remotely compared to in person.  | Focus on diverse recruitment will be key. Consider places remote roles in teams where there’s a known need for homeworking as a Reasonable Adjustment for an existing member of staff | Resourcing Team | Nov 23 and onwards |  |  |
| **Age** (older people, younger people) | Potential for flexible retirement and flexibility for those with caring responsibilities. Potential positive impact on work life balance for all ages. | Risk that those with caring responsibilities do not understand the nature of flexible working and over rely on informal flexible working arrangements. | Ensure staff with caring responsibilities have clear guidance and communication and feel supported. Ensure managers know how to support staff with caring responsibilities through manager clinics and training. Continue to review staff benefits – annual leave purchase scheme, carers leave. UWE are currently exploring implementing Annual Leave Purchase Scheme. | Karl Daly LDC – review trainingReward Team, People and OD. | Nov 2023 |  |  |
|  |  | Early career staff may lose opportunity to learn from colleagues due to spending time working remotely | Ensure People Managers have awareness of how to support new starters in a flexible working environment. E.g., buddy scheme/check ins/teams work. UWE have a ‘how to manage remote teams’ training course. | Karl Daly, LDC | Nov 23 |  |  |
| **Disability**, including mental health and non-visible disabilities | Disabled staff members are able to continue to work flexibly  | Flexitime scheme was a support for all staff, particularly for disabled members of staff.N.B there is a difference between reasonable adjustments and flexible working. | We will ensure careful consideration of how the principles align with what people are familiar with in the flexi time scheme. The EA process can be utilised to acknowledge staff concerns and work through how informal and formal flexible working arrangements can be of benefit.Regular engagement with the unions has taken place as part of this working groupEnsure we have reviewed training, communication and support in RA’s and Flexible Working Requests vs informal flexible working. Ensure that staff know that the formal process is also there to protect them.Look at guidance and unconscious bias training. Building relations with people working at a distance. Principle 1 needs to be applied carefully and with balance to ensure that the preferences of a student from an equality group doesn’t overrule a disabled member of staffs right to reasonable adjustments | Flexible Working GroupFlexible Working GroupLDCAll People Managers | Nov 2023Ongoing throughout 2023Nov 2023Nov 2023Ongoing |  |  |
|  | Flexible Working Principle 7 – attractive and competitive. Potentially beneficial for recruitment of disabled people |  |  |  |  |  |  |
|  | The wording of Principle 1 has the potential to pit student and staff needs against each other. It is important that the preference of a student from an equality group doesn’t over-rule a disabled member of staff right to Reasonable Adjustments. Student experience is central, and student experience is also dependent on staff having the arrangements they need to do their jobs sustainably |  |  |  |  |  |
|  |  | Principle 7 – working from home relies on having workplace at home which could disadvantage new parents / those in shared or noisy accommodation or those who do not have a safe space to work at home. |  |  |  |  |  |
| The broad nature of *principles* may cause ambiguity for neurodivergent staff |  | People Manager training and guidance underpins the principles. Teams are encouraged to discuss and decide what is best for their team. | Karl Daly, LDC | Nov 23 |  |  |
| **Women and men** | All women and men in roles able to work flexibly will potentially benefit | Risk that those with caring responsibilities do not understand the nature of flexible working and over rely on informal flexible working arrangements. | Ensure staff with caring responsibilities have clear guidance and communication and feel supported. Ensure managers know how to support staff with caring responsibilities through manager clinics and training. Continue to review staff benefits – annual leave purchase scheme, carers leave, childcare vouchers | Karl Daly LDC – review trainingReward Team, People and OD. | Nov 2023 |  |  |
|  | Women predominately have caring responsibility and can utilise flexible working principles |  |  |  |  |  |  |
| **Trans and non-binary people**, including gender reassignment | All trans and non-binary people able to work flexibly will potentially benefit |  |  |  |  |  |  |
|  | Principle 7 – working from home relies on having workplace at home which could disadvantage new parents / those in shared or noisy accommodation or those who do not have a safe space to work at home. |  |  |  |  |  |
| **Marriage** and/or **civil partnership** | All staff married or in a civil partnership are able to work flexibly |  |  |  |  |  |  |
| **Pregnancy** and/or **maternity**, including Adoption | Ensuring opportunities are discussed with formal flexible working requests and the difference between informal requests. |  | Ensure we have reviewed training, communication and support in Flexible Working Requests vs informal flexible working. Ensure that staff know that the formal process is also there to protect them.  |  | Nov 2023 and ongoing |  |  |
| KIT Days, considering on campus and off campus choice. |  | Ensure staff know how KIT days and return to work and medical appointments can be supported on or off campus. (Policy update) |  | Nov 23 and ongoing |  |  |
| Return to work after parental leave and flexible working practices. |  | Ensure staff know how KIT days and return to work and medical appointments can be supported on or off campus. (Policy update) |  | Nov 23 and ongoing |  |  |
| **Race**, including ethnicity and citizenship |  | Proximity bias research suggests it can be more impactful for black, Asian or minority ethic staff members.  | Review monitoring. This will be addressed in guidance and unconscious bias training. Building relations with people working at a distance. Addressed in the People and OD Recognition Strategy. | Karl Daly, LDCReward Team, recognition strategy | Nov 2023 |  |  |
| **Religion and/or belief**, including those without religion and/or belief | The principles support staff and managers to have conversations about flexible working arrangements to accommodate religious beliefs.  | Staff may find it challenging to create opportunities to discuss preferences | Addressed in Flexible working guide, training and manager clinics | Karl Daly, LDC | Nov 2023 |  |  |
|  | Principle 7 – working from home relies on having workplace at home which could disadvantage new parents / those in shared or noisy accommodation or those who do not have a safe space to work at home. |  |  |  |  |  |
| **Sexual orientation** | All staff are able to work flexibly |  |  |  |  |  |  |
| **Other specific group** (e.g., International or Access) |  |  |  |  |  |  |  |

Project manager next steps

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) Potentially – re flexi time scheme?

What measure / statistic / data will you use to check if the activity has had a positive, negative, or neutral outcome?

When will you review this Equality Analysis? Enter date or project stage suitable to the proposal: Post consultation

Equality, Diversity, and Inclusivity Team Review

The EDI Team has reviewed this Equality Analysis and is satisfied that it is ready for formal consultation

EDI representative: Vicky Swinerd Date: 26/10/23

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:

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.

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| **You said** | **We did** |
| The principles were too wordy and hard to understand | Worked with internal comms to re word the principles |
| Managers to monitor proximity bias | Embedded into 1.1 template |
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**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.**