

## SECTION 75 POLICY SCREENING FORM

### Section 75 Statutory Equality Duties

<http://www.equalityni.org/S75duties>

The promotion of equality of opportunity entails more than the elimination of discrimination. It may also require proactive measures to be taken to maintain and secure equality of opportunity.

Section 75 (1) requires the University in carrying out its functions, powers and duties to have *due regard to the need to promote equality of opportunity* between –

- persons of different religious belief, political opinion, racial group, age, marital status, or sexual orientation
- men and women generally
- persons with a disability and persons without
- persons with dependants and persons without.

Without prejudice to the obligations set out above, the University is also required to:

- a) have *regard to the desirability of promoting good relations* between persons of different
  - religious belief
  - political opinion; or
  - racial group
- b) meet legislative obligations under the Disability Discrimination Order.

## **What is a policy?**

The Equality Commission for Northern Ireland state in their guidance<sup>1</sup> that the term 'policy' is used to denote any strategy, policy (proposed/amended/existing) or practice and/or decision, whether written or unwritten.

The University's Equality Scheme reflects the Equality Commission's definition of a policy and this should be applied in determining what needs to be screened.

If you are in doubt, please contact the Diversity and Inclusion Unit for advice. Equality screening guidance is also available at Queen's Online or by contacting the Diversity and Inclusion Unit.

## **Part 1. Policy scoping**

The first stage of the screening process involves scoping the policy under consideration. The purpose of policy scoping is to help prepare the background and context and set out the aims and objectives for the policy being screened. At this stage, scoping the policy will help identify potential constraints as well as opportunities and will help the policy maker work through the screening process on a step by step basis.

It should be remembered that the Section 75 statutory duties apply to internal policies (relating to people who work for the University), as well as external policies (relating to those who are, or could be, served by the University).

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<sup>1</sup>'Section 75 of the Northern Ireland Act 1998, A Guide for Public Authorities' (April 2010), page 30. A policy may include planning decisions, service changes, corporate strategies, policy development, practices, guidelines, procedures and protocols; board papers

## **A. Information about the policy**

### **Name of the policy to be screened and description**

Queen's University Belfast Workload Allocation Guidance.

### **Is this an existing, revised or a new policy? (please append policy to the screening form)**

New Guidance.

### **What is it trying to achieve? (intended aims/outcomes)**

The purpose of the guidance is to ensure that there is a fair, reasonable and equitable allocation of work for all staff on all academic career pathways. It will also ensure the following:

- i. The allocation of work is informed by and supports the achievement of local and institutional priorities.
- ii. There is an appropriate balance of activities assigned to staff, which supports staff health and wellbeing.
- iii. Allocation of work is visible and there is an opportunity for staff to contribute to decisions in relation to workload allocation.
- iv. Workload allocation informs workforce planning and ensures that quality research, scholarship, teaching and citizenship is delivered across the University.

### **Are there any Section 75 categories which might be expected to benefit from the policy? If so, explain how.**

Yes, all section 75 categories within the Academic (including Academic Education) staff category, might be expected to benefit from the guidance.

### **Who initiated or wrote the policy?**

The Workload Allocation Model Working Group.

### **Directorate responsible for devising and delivering the policy?**

The practical application of the guidance rests with Heads of School Head (HoS).

It is recommended that workload allocation practices are reviewed annually by Schools and Faculties and that the approach to review is agreed and communicated to staff. SWAN Champions are required to report on this information on submissions and mid-way reviews.

An annual audit of a sample of Schools will be conducted by People and Culture reporting to the University Executive Board (UEB) to ensure adherence to the institutional principles and that fairness and consistency is maintained.

## **Background to the Policy to be screened.**

Include details of any pre- consultations/consultations which have been conducted and/or whether the policy has previously been tabled at the University's Operating Board or the Standing Committee of the Senate.

Following the 2019 Institutional Staff Survey and in direct response to staff feedback, a Working Group led by Professor Stuart Elborn, was established to conduct a review of our approach to workload allocation within Schools and to provide a framework to support workload allocation in a fair and consistent way.

The Working Group included a range of staff from across the University, such as SWAN Champion, Staff Forum and Trade Union representation. Members were responsible for representing their relevant staff group, sharing proposals with these colleagues and submitting feedback.

Feedback was also sought from Faculty Executive Boards, Pro-Vice-Chancellors and JCNC.

The work of this group is serviced by Organisational Development in the People and Culture Directorate.

The Workload Guidance was considered and approved by UEB in June 2020.

## B. Implementation factors

Are there any factors which could contribute to/detract from the intended aim/outcome of the policy?

If yes, are they

- financial?
- legislative?
- other?( please specify) Failure to implement the guidance would detract from the outcome. To mitigate this a review process has been built into the guidance document.

## C. Main stakeholders affected

Who are the internal and external stakeholders (actual or potential) that the policy will impact upon?

- staff (Academic including Academic Education)
- service users (Students)
- other public sector organisations
- voluntary/community/trade unions
- other, please specify Potential applicants for academic roles (including Academic Education)

## D. Other policies with a bearing on this policy

*What are they? (please list)*

- [Corporate Plan](#)
- [People and Culture Strategy 'People First'](#)
- [Equality, Diversity and Inclusion Policy](#)
- [PDR Policy](#)
- [Academic Progression Policy](#)
- [Athena SWAN](#)
- [REF Code of Practice](#)
- [Work Life Balance /Family Friendly Policies](#)

*Who owns them?*

- Corporate Plan (Institutional Policy)
- People and Culture Strategy 'People First' (People and Culture Directorate)

- Equality and Diversity Inclusion Policy (People and Culture Directorate)
- PDR and Academic Progression (People and Culture Directorate)
- Athena SWAN (Queen’s Gender Initiative)
- REF Code of Practice (Research and Enterprise)
- [Work Life Balance /Family Friendly Policies](#) (People and Culture Directorate)

**E. Available evidence**

**What evidence/information (both qualitative and quantitative) have you gathered to inform this policy? Specify details for each of the Section 75 categories.**

This means any data or information you currently hold in relation to the policy or have gathered during policy development. Evidence to inform the screening process may take many forms and should help you to decide who the policy might affect the most. It will also help ensure that your screening decision is informed by relevant data.

Section 75 category	Details of evidence/information																																																
Religious belief	<p>Under Fair Employment legislation, the University has a statutory duty to monitor the religious composition of the workforce and applicants.</p> <p>These statistics reflect our Academic (including Academic Education) Workforce Composition by NI Community Background as at June 2020:</p> <table border="1" data-bbox="480 1245 1390 1458"> <thead> <tr> <th>Community Background</th> <th>No. of Staff</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>Not Known</td> <td>505</td> <td>38.11%</td> </tr> <tr> <td>Protestant</td> <td>380</td> <td>28.68%</td> </tr> <tr> <td>Roman Catholic</td> <td>440</td> <td>33.21%</td> </tr> <tr> <td><b>Grand Total</b></td> <td><b>1325</b></td> <td><b>100.00%</b></td> </tr> </tbody> </table> <p>These statistics reflect our Academic (including Academic Education) Workforce Composition by Religious Belief as at June 2020:</p> <table border="1" data-bbox="480 1610 1390 2045"> <thead> <tr> <th>Religious Belief</th> <th>No. of Staff</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>Any other religion or philosophical belief</td> <td>12</td> <td>0.91%</td> </tr> <tr> <td>Buddhist</td> <td>2</td> <td>0.15%</td> </tr> <tr> <td>Christian - Church of Ireland</td> <td>19</td> <td>1.43%</td> </tr> <tr> <td>Christian - Methodist Church</td> <td>7</td> <td>0.53%</td> </tr> <tr> <td>Christian - Other Denomination</td> <td>44</td> <td>3.32%</td> </tr> <tr> <td>Christian - Presbyterian</td> <td>44</td> <td>3.32%</td> </tr> <tr> <td>Christian - Roman Catholic</td> <td>91</td> <td>6.87%</td> </tr> <tr> <td>Hindu</td> <td>7</td> <td>0.53%</td> </tr> <tr> <td>Information refused</td> <td>8</td> <td>0.60%</td> </tr> <tr> <td>Jewish</td> <td>6</td> <td>0.45%</td> </tr> </tbody> </table>	Community Background	No. of Staff	%	Not Known	505	38.11%	Protestant	380	28.68%	Roman Catholic	440	33.21%	<b>Grand Total</b>	<b>1325</b>	<b>100.00%</b>	Religious Belief	No. of Staff	%	Any other religion or philosophical belief	12	0.91%	Buddhist	2	0.15%	Christian - Church of Ireland	19	1.43%	Christian - Methodist Church	7	0.53%	Christian - Other Denomination	44	3.32%	Christian - Presbyterian	44	3.32%	Christian - Roman Catholic	91	6.87%	Hindu	7	0.53%	Information refused	8	0.60%	Jewish	6	0.45%
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Political opinion	<p>We do not collect data in relation to staff political opinion(s).</p> <p>We do not make assumptions on staff political opinion(s) based on staff community background.</p>																		
Racial group	<p>These statistics reflect our Academic (including Academic Education) Workforce Composition by Ethnicity as at June 2020:</p> <table> <thead> <tr> <th><b>Ethnicity</b></th> <th><b>No. of Staff</b></th> <th><b>%</b></th> </tr> </thead> <tbody> <tr> <td>Ethnic</td> <td>111</td> <td>8.38%</td> </tr> <tr> <td>Not Known</td> <td>68</td> <td>5.13%</td> </tr> <tr> <td>White</td> <td>1146</td> <td>86.49%</td> </tr> <tr> <td><b>Grand Total</b></td> <td><b>1325</b></td> <td><b>100.00%</b></td> </tr> </tbody> </table> <p><b>External Source Data</b></p> <p><a href="#">Advance HE's research</a> into the experiences of black and minority ethnic staff working in higher education found that there are many barriers to development and progression. The research found that staff members from minority ethnic backgrounds:</p> <ul style="list-style-type: none"> <li>can feel that their leadership ability is questioned</li> <li>assumptions are often made that they are in junior positions even when they occupy senior (e.g. professorial) roles</li> <li>have reported negative assumptions being made about their abilities</li> <li>report experiences of invisibility, isolation, marginalisation and racial discrimination in HE</li> <li>report experiencing heavy workloads, disproportionate levels of scrutiny compared with their white counterparts</li> <li>a lack of mentoring and support for career development, and difficulties in gaining promotion</li> <li>lecturers teaching in the areas of 'race', equality and multiculturalism report that these subjects are often designated as low status when performed by BME staff, yet they appear to acquire higher status when performed by white staff</li> <li>report having fewer opportunities to develop research capacity and enhance their promotion prospects</li> </ul> <p>We considered a project report written by Birmingham academics, (Bhopal and Henderson): <a href="#">Advancing Equality in Higher Education: An Exploratory Study of the Athena SWAN and Race Equality Charters</a>. The research found that:</p> <ul style="list-style-type: none"> <li>there was a heavy administrative workload involved in charter marks which falls disproportionately on women and BME staff</li> </ul>	<b>Ethnicity</b>	<b>No. of Staff</b>	<b>%</b>	Ethnic	111	8.38%	Not Known	68	5.13%	White	1146	86.49%	<b>Grand Total</b>	<b>1325</b>	<b>100.00%</b>			
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Men and women generally	<p>These statistics reflect our Academic (including Academic Education) Workforce Composition by Gender as at June 2020:</p> <table border="1" data-bbox="464 456 1409 622"> <thead> <tr> <th>Gender</th> <th>No. of Staff</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>F</td> <td>566</td> <td>42.72%</td> </tr> <tr> <td>M</td> <td>759</td> <td>57.28%</td> </tr> <tr> <td><b>Grand Total</b></td> <td><b>1325</b></td> <td><b>100.00%</b></td> </tr> </tbody> </table> <p><b>External Source Data</b></p> <p>A briefing paper written by a Lancaster academic, (Von Benzen): <a href="#">Childcare availability and related challenges for working parents: academic year 20/21</a>. The briefing highlights potential challenges facing working parents, with the multiple challenges arising from lack of access to reliable childcare, schooling, after-school events, informal childcare (grandparents etc).</p> <p>Von Benzen made a number of recommendations to mitigate the impacts on working parents for the academic year 2021, including:</p> <ul style="list-style-type: none"> <li>• An employee’s status as a parent should be taken into consideration in workload planning and distribution of work.</li> <li>• Line managers should engage one-to-one with any employee identifying as a working parent, in order to determine their perceived needs and specific requirements</li> <li>• These conversations should be ongoing, and particularly reoccur around times when decisions are being made that impact on workloads</li> <li>• It should be clear that there are no potential negative consequences for articulating perceived needs and requirements</li> <li>• Where possible, research groups and senior staff will work with working parents to facilitate a work-load and work schedule that meets their needs</li> <li>• Mentors/contact people who are not line managers might be arranged for working parents in order that they can regularly talk over parents’ home situations, and to ensure that no members of staff are left in isolation</li> <li>• Working parents should not be required to attend campus in person.</li> <li>• Working parents should not be required to regularly teach synchronously, or to deliver a significant quantity of synchronous teaching. Where working parents are required to teach synchronously, they should be invited to contribute to the scheduling of these sessions.</li> <li>• Working parents should not be required to regularly attend virtual meetings. Where working parents are required to attend virtual meetings, they should be invited to contribute to the scheduling of these meetings.</li> <li>• Whilst sick leave, parental leave, or part time working might be offered, these should only be mandated where all other avenues of support for working parents have been explored thoroughly. Many families may be facing other reductions in household income and reductions to salary may result in significant financial hardship</li> <li>• Where additional ad-hoc tasks require completion, as come up from time to time, attempts should be made to allocate these to other members of staff, before approaching working parents.</li> <li>• Many working parents will find they need to work at unsociable hours and at weekends to juggle childcare and work. Whilst clearly working these sorts of ‘double shifts’ is not ‘ideal’ it should be recognized that parents may have no alternative, and this working practice should be accepted and supported as far as possible.</li> </ul>	Gender	No. of Staff	%	F	566	42.72%	M	759	57.28%	<b>Grand Total</b>	<b>1325</b>	<b>100.00%</b>
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	<ul style="list-style-type: none"> <li>• Moving forward, specific support should be offered to ensure that working parents do not experience long term career impacts as a result of COVID-19.</li> </ul> <p>We reviewed the Oireachtas Library &amp; Research Service note on <a href="#">Anticipating the gendered impacts of COVID-19</a>, findings include:</p> <ul style="list-style-type: none"> <li>• In most countries women bear most of the responsibility for childcare and housework</li> <li>• 40% of women compared to 26% of men reported daily involvement in childcare</li> <li>• 81% of women compared to 44% of men reported doing daily housework</li> <li>• If women continue to bear most of the domestic burden in this context, consequences may include: <ul style="list-style-type: none"> <li>• women's productivity in employment will suffer more than men's</li> <li>• potentially fewer economic opportunities for women (e.g. merit-based promotion)</li> <li>• a wider gender remuneration gap</li> </ul> </li> </ul> <p>An article written by Salford academics (L&amp;P Barrett): <a href="#">Women and academic workloads: career slow lane or Cul-de-Sac?</a> The article highlighted that the management of workloads can disadvantage women through a number of interactive factors. Interruptions in continuity of employment and fractional contracts can work to exclude or hinder research activity, an area pivotal for higher progression. The issue that many models for allocating work exclude research from their calculations exacerbates this. (Note the QUB model includes research in the calculations). Additionally this feeds off expectations that research work is conducted after hours at home, a feature that women may find more difficult. Lastly a lack of transparency can allow areas of, often unwitting, discrimination to go undetected through the skewed allocation of types of work not strongly associated with promotion.</p> <p>We considered a project report written by Birmingham academics, (Bhopal and Henderson): <a href="#">Advancing Equality in Higher Education: An Exploratory Study of the Athena SWAN and Race Equality Charters</a>. The research found:</p> <ul style="list-style-type: none"> <li>• there was a heavy administrative workload involved in charter marks which falls disproportionately on women and BME staff</li> <li>• hidden emotional labour is all the more significant given the overrepresentation of women and BME staff doing charter mark work</li> <li>• charter marks disproportionately impacted upon the careers of women and BME staff</li> </ul>															
Disability	<p>These statistics reflect our Academic (including Academic Education) Workforce Composition by Disability as at June 2020:</p> <table border="1" data-bbox="459 1608 1417 1816"> <thead> <tr> <th>Broad Disability</th> <th>No. of Staff</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>No</td> <td>939</td> <td>70.87%</td> </tr> <tr> <td>Not Known</td> <td>293</td> <td>22.11%</td> </tr> <tr> <td>Yes</td> <td>93</td> <td>7.02%</td> </tr> <tr> <td><b>Grand Total</b></td> <td><b>1325</b></td> <td><b>100.00%</b></td> </tr> </tbody> </table> <p>Feedback received from the WAM Working Group, highlighted concerns re workload allocation for staff with recognised <b>neurodiversity issues</b> (such as autism, e.g. Asperger's syndrome). It was noted that the experience of staff is that the WAM is used as a one-size-fits-all exercise, with little or no accommodation for neurodiversity, even when these have been communicated with HR. For example, the tariff used for hours should be flexible and account for reasonable adjustments that have been agreed, such as additional time required</p>	Broad Disability	No. of Staff	%	No	939	70.87%	Not Known	293	22.11%	Yes	93	7.02%	<b>Grand Total</b>	<b>1325</b>	<b>100.00%</b>
Broad Disability	No. of Staff	%														
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Yes	93	7.02%														
<b>Grand Total</b>	<b>1325</b>	<b>100.00%</b>														

	<p>for certain tasks. Tied in to this is the concern that not all duties are suitable for staff with reasonable adjustments. There needs to be willingness from the line manager to take this on board and improved discussion is needed between the line manager and staff member, so that the staff member's skillset can be used effectively. <b>There should be support for individual staff circumstances.</b> Work spilling over into personal time has implications for all staff, but particularly for those with neurodiversity issues or physical disabilities. Staff should be valued for their expertise, knowledge, talents, skills, and commitments, and also respect their backgrounds, circumstances, capacities, capabilities, and personal and family commitments'.</p> <p><b>External Source Data</b></p> <p>In the <a href="#">CIPD</a>, Neurodiversity at work report, it was reported in the dyslexia working group (DWG) at the Rutherford Appleton Laboratory case study, that particular challenges affect dyslexics in the workplace. Most DWG members experienced difficulty when required to write and publish academic papers. Lack of progress in this area can hinder their careers, causing frustration. Fast-moving employers are taking steps to include neurodivergent people now – a group that likely represents more than 10% of the population. Simple inclusion measures and workplace adjustments can help remove barriers for dyslexic people at work. These can include training – both awareness training for colleagues and managers, and training for dyslexic employees themselves to recognise and potentially address any areas for personal development. This can be complemented with the introduction of clear, organisation-wide neurodiversity-aware policies and procedures, and an awareness of potential individual accommodations as well as willingness to provide these.</p> <p>The Equality Commission for Northern Ireland reported that they received many enquiries from individuals believing that they had suffered disability discrimination. Most of these enquiries related to employment and to the consequences of the pandemic. Issues included:  employees who are vulnerable because of disabilities feeling that they are being required to go back to work;  perceptions that employers are making assumptions about what disabled employees can and cannot do and that this is affecting decisions on their work;  concerns about confidentiality and availability and quality of occupational health assessments during lockdown.</p> <p>ECNI advised that employers should ensure they make reasonable adjustments, as they are obliged to do, in addition to what they will have done to protect the health and safety of all of their employees. ECNI recommended if a disabled employee previously had tailored adjustments at work, these might still adequately meet their particular needs when they return to work. However, they also recommended that employers should not be complacent and are prepared to do more, where reasonable, recognising that individual needs change and may have changed during the pandemic.</p>												
Dependants	<p>These statistics reflect our Academic (including Academic Education) Workforce Composition by Dependants as at June 2020:</p> <table border="1" data-bbox="459 1823 1417 2002"> <thead> <tr> <th>Dependants</th> <th>No. of Staff</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>No</td> <td>478</td> <td>41.42%</td> </tr> <tr> <td>Yes</td> <td>676</td> <td>58.58%</td> </tr> <tr> <td><b>Grand Total</b></td> <td><b>1154</b></td> <td><b>100.00%</b></td> </tr> </tbody> </table> <p>Of the 676 staff with dependants, see the breakdown below of the type of</p>	Dependants	No. of Staff	%	No	478	41.42%	Yes	676	58.58%	<b>Grand Total</b>	<b>1154</b>	<b>100.00%</b>
Dependants	No. of Staff	%											
No	478	41.42%											
Yes	676	58.58%											
<b>Grand Total</b>	<b>1154</b>	<b>100.00%</b>											

dependants they have responsibility for:

Type of Dependents	No. of Staff	%
Care of a child/children	581	85.95%
Care of a dependant older person(s)	21	3.11%
Care of a person/persons with a disability/disabilities	15	2.22%
Care of all three dependant groups	4	0.59%
Care of both a dependant older person and disabled person(s)	3	0.44%
Care of both children and a dependant older person	20	2.96%
Care of both children and disabled person(s)	16	2.37%
Unknown	16	2.37%
<b>Grand Total</b>	<b>676</b>	<b>100.00%</b>

**External Source Data**

We considered a briefing written by a Lancaster academic, (Von Benzen): [Childcare availability and related challenges for working parents: academic year 20/21](#). There is already considerable evidence that COVID-19 is having a highly uneven impact, with those with childcare responsibilities, findings include:  
 those with childcare responsibilities, mothers in particular - being hardest hit  
 significant impacts for members of staff with other sorts of caring duties  
 there are limitations to the availability, accessibility and willingness to use, out of home childcare  
 continued pressures of home-schooling (flexi and full-time)

**F. Needs, experiences and priorities**

Having looked at the data/information you have collected in the question above, what does this tell you are the needs, experiences and priorities for the people who fall into the groups below, in relation to your policy<sup>2</sup>? And what is the actual or likely impact on equality of opportunity for those affected by the policy. **(See appendix 1 for information on levels of impact).**

<b>Section 75 category</b>	<b>Details of needs/experiences/priorities and details of policy impact</b>	<b>Level of Impact</b>
Religious belief	<p>The University is committed to the promotion of equality of opportunity and is an equal opportunities employer.</p> <p>The aim of this guidance is to ensure that there is a fair, reasonable and equitable allocation of work for all staff on all academic career pathways and will potentially have a positive impact on all Academic (including Academic Education) staff, regardless of religious belief.</p>	Minor and positive
Political opinion	<p>The University is committed to the promotion of equality of opportunity and is an equal opportunities employer.</p> <p>The aim of this guidance is to ensure that there is a fair, reasonable and equitable allocation of work for all staff on all academic career pathways and will potentially have a positive impact on all Academic (including Academic Education) staff, regardless of political opinion.</p>	Minor and positive
Racial group	<p>The University is committed to the promotion of equality of opportunity and is an equal opportunities employer.</p> <p>Our review of the data shows that BAME staff in particular experience heavier/unfair workload allocation compared to white staff.</p> <p>Point 3, viii of the guidance makes reference to workload allocation being compatible with reasonable expectations of work-life balance, taking into account individual circumstances and includes a specific reference to BAME staff.</p> <p>Point 6.2 of the guidance highlights those with individual circumstances.</p>	Minor and positive

	<p>Appendix 2 of the guidance makes reference to sample leadership roles, to include: Supporting Staff Networks, e.g. iRise.</p> <p>The aim of this guidance is to ensure that there is a fair, reasonable and equitable allocation of work for all staff on all academic career pathways and will potentially have a positive impact on all Academic (including Academic Education) staff, including on the grounds of racial group.</p>	
Age	<p>The University is committed to the promotion of equality of opportunity and is an equal opportunities employer.</p> <p>Point 3, viii of the guidance makes reference to workload allocation being compatible with reasonable expectations of work-life balance, taking into account individual circumstances.</p> <p>Point 6.2 of the guidance highlights those with individual circumstances.</p> <p>The aim of this guidance is to ensure that there is a fair, reasonable and equitable allocation of work for all staff on all academic career pathways and will potentially have a positive impact on all Academic (including Academic Education) staff, including on the grounds of age.</p>	Minor and positive.
Marital status	<p>The University is committed to the promotion of equality of opportunity and is an equal opportunities employer.</p> <p>The aim of this guidance is to ensure that there is a fair, reasonable and equitable allocation of work for all staff on all academic career pathways and will potentially have a positive impact on all Academic (including Academic Education) staff, including on the grounds of marital and civil partnership status.</p>	Minor and positive
Sexual orientation	<p>The University is committed to the promotion of equality of opportunity and is an equal opportunities employer.</p> <p>Point 3, viii of the guidance makes reference to workload allocation being compatible with reasonable expectations of work-life balance, taking into account individual circumstances.</p>	Minor and positive

	<p>Point 6.2 of the guidance highlights those with individual circumstances.</p> <p>Appendix 2 of the guidance makes reference to sample leadership roles, to include: Supporting Staff Networks, e.g. PRISM</p> <p>The aim of this guidance is to ensure that there is a fair, reasonable and equitable allocation of work for all staff on all academic career pathways and will potentially have a positive impact on all Academic (including Academic Education) staff, including on the grounds of sexual orientation.</p>	
<p>Men and women generally</p>	<p>The University is committed to the promotion of equality of opportunity and is an equal opportunities employer.</p> <p>Our review of the data shows that women in particular bear a disproportionate burden in respect of childcare, housework and caring responsibilities and experience heavier/unfair workload allocation, compared to men.</p> <p>Point 3, viii of the guidance provides information on workload allocation being compatible with reasonable expectations of work-life balance, taking into account individual circumstances, such as dependants and caring responsibilities in order to facilitate a healthy working environment.</p> <p>Point 6.2 of the guidance highlights those with individual circumstances.</p> <p>Point 8 of the guidance highlights SWAN Champion role during the review process.</p> <p>Appendix 1 of the guidance makes reference to sample common institutional roles, which includes SWAN Champion.</p> <p>Appendix 2 of the guidance makes reference to sample leadership roles, to include: Supporting Staff Networks, e.g. Athena Swan Champion and Member of Athena Swan Self-Assessment Team</p> <p>The aim of this guidance is to ensure that there is a fair, reasonable and equitable allocation of work for all staff on all academic career pathways and will potentially have a positive impact on all Academic (including Academic Education) staff, including on the grounds of gender, including Transgender and Non-Binary people.</p>	<p>Minor and positive</p>

<p>Disability</p>	<p>The University is committed to the promotion of equality of opportunity and is an equal opportunities employer.</p> <p>The review of the data shows that neurodivergent people have experienced particular challenges, such as writing and publishing academic papers and also challenges caused by changes to routine and structure as a result of lockdown and potentially due to further changes on easing of restrictions.</p> <p>Point 3, viii of the guidance provides information on workload allocation being compatible with reasonable expectations of work-life balance, taking into account individual circumstances, such as <b>disabilities</b> in order to facilitate a healthy working environment.</p> <p>Point 6.2 of the guidance highlights those with individual circumstances.</p> <p>Appendix 2 of the guidance makes reference to sample leadership roles, to include: Student Disability Officer.</p> <p>The aim of this guidance is to ensure that there is a fair, reasonable and equitable allocation of work for all staff on all academic career pathways and will potentially have a positive impact on all Academic (including Academic Education) staff, including on the grounds of disability or long term conditions.</p>	<p>Minor and positive</p>
<p>Dependants</p>	<p>The University is committed to the promotion of equality of opportunity and is an equal opportunities employer.</p> <p>Our review of the data shows that there are additional pressures on people with caring responsibilities.</p> <p>Point 3, viii of the guidance provides information on workload allocation being compatible with reasonable expectations of work-life balance, taking into account individual circumstances, such as dependants, <b>caring responsibilities</b> in order to facilitate a healthy working environment.</p> <p>Point 6.2 of the guidance highlights those with individual circumstances and particularly those with caring responsibilities.</p> <p>Appendix 2 of the guidance makes reference to sample leadership roles, to include: Academic Lead for Service Users and Carers and Supporting Staff</p>	<p>Minor and positive</p>

	<p>Networks (The Carer's Network is not listed as an example, but would be included).</p> <p>The aim of this guidance is to ensure that there is a fair, reasonable and equitable allocation of work for all staff on all academic career pathways and will potentially have a positive impact on all Academic (including Academic Education) staff, including on the grounds of dependants.</p>	
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<sup>2</sup> If you do not have enough data to tell you about potential or actual impacts you may need to generate more data to distinguish what groups are potentially affected by your policy.

## Part 2 Screening questions

1 What is the likely impact on equality of opportunity for those affected by this policy, for each of the Section 75 equality categories?		
Section 75 category	Issue	Minor/major/none?
Religious belief	The policy is potentially likely to have a positive impact regardless of religious belief.	Minor and positive
Political opinion	The policy is potentially likely to have a positive impact regardless of political opinion.	Minor and positive
Racial group	The policy is potentially likely to have a positive impact regardless of race.	Minor and positive
Age	The policy is potentially likely to have a positive impact regardless of age.	Minor and positive
Marital status	The policy is potentially likely to have a positive impact regardless of marital status.	Minor and positive
Sexual orientation	The policy is potentially likely to have a positive impact regardless of sexual orientation.	Minor and positive
Men and women generally	The policy is potentially likely to have a positive impact regardless of gender.	Minor and positive
Disability	The policy is potentially likely to have a positive impact regardless of disability.	Minor and positive

Dependants	The policy is potentially likely to have a positive impact regardless of dependants.	Minor and positive
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**2 Are there any actions which could be taken to reduce any adverse impact which has been identified or opportunities to better promote equality of opportunity?**

Section 75 category	Issue	Mitigating Measure
Religious belief	N/A	None
Political opinion	N/A	None
Racial group	Yes, the guidance has been reviewed and includes reference to individual circumstances in Point 3, viii and point 6.2. Appendix 2 refers to iRise.	Minor and positive
Age	Yes, the guidance has been reviewed and includes reference to individual circumstances in Point 3, viii and point 6.2.	Minor and positive
Marital status	N/A	None
Sexual orientation	Yes, the guidance has been reviewed and includes reference to individual circumstances in Point 3, viii and point 6.2. Appendix 2 refers to PRISM.	Minor and positive
Men and women generally	Yes, the guidance has been reviewed and includes reference to individual circumstances in point 3, viii and point 6.2. Point 8 and appendix 1 highlights SWAN Champion, appendix 1 refers to SWAN and appendix 2 refers to Athena SWAN.	Minor and positive

Disability	Yes, the guidance has been reviewed and includes reference to individual circumstances, such as disabilities in Point 3, viii and point 6.2. Appendix 2 refers to PRISM. Appendix 2 refers to Student Disability Officer.	Minor and positive
Dependants	Yes, the guidance has been reviewed and includes reference to individual circumstances, such as dependants and caring responsibilities in Point 3, viii and point 6.2. Appendix 2 refers to PRISM. Appendix 2 refers to Student Disability Officer. Appendix 2 refers to Academic Lead for Service Users and Carers and Supporting Staff Networks.	None

3 To what extent is the policy likely to impact on good relations between people of different religious belief, political opinion or racial group?		
Good relations category	Details of policy impact	Level of impact minor/major/none
Religious belief	N/A	None
Political opinion	N/A	None
Racial group	N/A	None

4 Are there opportunities to better promote good relations between people of different religious belief, political opinion or racial group?		
Good relations category	If <b>Yes</b> , provide details	If <b>No</b> , provide reasons
Religious belief		The guidance applies fair, reasonable and equitable allocation of work to all staff on all academic career pathways, regardless of religious belief.
Political opinion		The guidance applies fair, reasonable and equitable allocation of work to all staff on all academic career pathways, regardless of political opinion.
Racial group		The guidance applies fair, reasonable and equitable allocation of work to all staff on all academic career pathways, regardless of race.

## E Multiple identity

Generally speaking, people can fall into more than one Section 75 category. Taking this into consideration, are there any potential impacts of the policy/decision on people with multiple identities?

*(For example; disabled minority ethnic people; disabled women; young Protestant men; and young lesbians, gay and bisexual people).*

Provide details of data on the impact of the policy on people with multiple identities. Specify relevant Section 75 categories concerned.

We do not hold any data which would indicate the potential impact of the guidance on people with multiple identities.

## F Disability Duties

### Disability Duties

Consider whether the policy:

- a) **Discourages disabled people from participating in public life and fails to promote positive attitudes towards disabled people.**

No.

The University is an equal opportunities employer. The guidance applies fair, reasonable and equitable allocation of work to all staff on all academic career pathways, including those with disability and those without.

Point 3, section viii of the principles, reflects that Workload Allocation will be compatible with reasonable expectations of work-life balance, taking into account individual circumstances which may have an impact on workload, such as, disabilities.

- b) **Provides an opportunity to better positive attitudes towards disabled people or encourages their participation in public life.**

Yes.

Point 3, section viii of the principles, reflects that Workload Allocation will be compatible with reasonable expectations of work-life balance, taking into account individual circumstances which may have an impact on workload, such as, disabilities.

### Part 3. Screening decision

Through screening, an assessment is made of the likely impacts, either major, minor or none, of the policy on equality of opportunity and/or good relations for the relevant categories. Completion of screening should lead to one of the following three outcomes; please mark an x in the appropriate box:

- 'Screened out'** i.e. the likely impact is none and no further action is required
- 'Screened out' with mitigation** i.e. the likely impact is minor and measures will be taken to mitigate the impact or an alternative policy will be proposed
- 'Screened in' for an equality impact assessment (EQIA)** i.e. the likely impact is major and the policy will now be subject to an EQIA

If the decision is not to conduct an equality impact assessment, please provide details of the reasons.

The guide has been reviewed and whilst no adverse impacts have been identified as a result of the screening, section 3 principle 8 of the guidance should be updated to further define individual circumstances as follows:

- maternity, paternity, parental or adoption leave, or other family leave;
- part-time working;
- disabilities, including neurodiverse conditions;
- minority ethnic backgrounds, including BAME;
- periods of absence arising from ill-health, including disability or long term condition, mental health, or injury;
- periods of absence arising from gender reassignment;
- career breaks;
- personal, family (for example, dependants, caring responsibilities) or other non-academic circumstances that have impacted on work for a sustained period; or
- secondments and previous employment.

In addition, the following should be added:

“meetings between the employee and the Head of School will provide an opportunity to discuss any flexibility and/or considerations that may be required to achieve a fair allocation of work and facilitate a healthy working environment”.

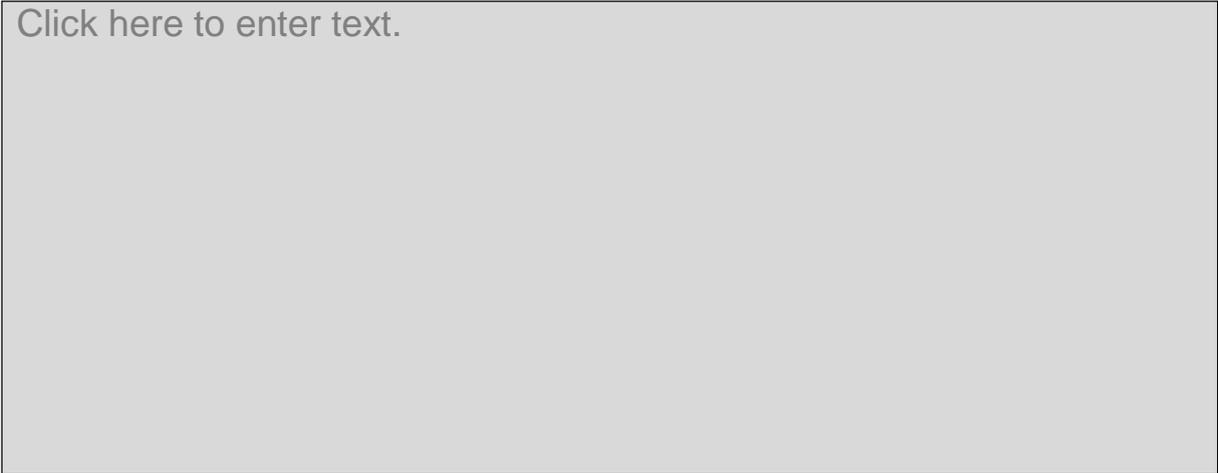
Also, remove the word 'permanent' from the policy scope at section 2.

If the decision is not to conduct an equality impact assessment, but the policy has minor equality impacts, please provide details of the reasons for this decision and of any proposed mitigating measures or proposed alternative policy.



If the decision is to subject the policy to an equality impact assessment, please provide details of the reasons.

Click here to enter text.



## D Timetabling and prioritising

If the policy has been '**screened in**' for equality impact assessment answer the following questions to determine its priority for timetabling the equality impact assessment.

On a scale of 1-3, with 1 being the lowest priority and 3 being the highest, assess the policy in terms of its priority for equality impact assessment.

Priority criterion	Rating (1-3)
Effect on equality of opportunity and good relations	Click
Social need	Click
Effect on people's daily lives	Click
Relevance to the University's functions	Click

**E** Is the policy affected by timetables established by other relevant public authorities? No

If yes, please provide details

#### **Part 4. Monitoring**

Effective monitoring will help the University identify any future adverse impact arising from the policy which may lead the University to conduct an equality impact assessment, as well as help with future planning and policy development.

##### **Please detail how you will monitor the effect of the policy?**

As per section 8 of the guidance, it is recommended that workload allocation practices are reviewed annually by Schools and Faculties and that the approach to review is agreed and communicated to staff. SWAN Champions are required to report on this information on submissions and mid-way reviews.

An annual audit of a sample of Schools will be conducted by People and Culture reporting to the University Executive Board (UEB) to ensure adherence to the institutional principles and that fairness and consistency is maintained.

##### **What data is required in the future to ensure effective monitoring of the policy?**

Feedback from Schools will be required to demonstrate that the principles have been implemented. Process to be agreed and communicated at School/Faculty level and communicated to staff.

#### **Part 5 - Data Protection**

If applicable, has legal advice been given due consideration?

Yes  No  N/A

Has due consideration been given to information security in relation to this policy?

Yes  No

## Part 6 - Approval and authorisation

<b>Screened by:</b>	<b>Position/Job Title</b>	<b>Date</b>
Deborah Morgan	Organisational Development Coordinator	07/08/20
<b>Approved by:</b>		
Laura Lynch	Head of Organisational Development	08/08/20

A copy of the screening form, for each policy screened, should be 'signed off' and approved by the senior manager responsible for the policy

In instances where a screening decision concludes that an EQIA is required then the screening form should be countersigned by a Director.

There may at times be policy issues which fall within the scope of being novel, contentious or politically sensitive and could only be taken forward following consultation with the University's Operating Board and/or Standing Committee of the Senate. Where a policy screening highlights such issues the screening form must be signed off by the Director prior to proceeding to the University's Operating Board and/or the Standing Committee of the Senate.

Following ratification, a copy of the approved screening form, and associated policy must be forwarded to the Diversity and Inclusion Unit for publication on the University's website.

**ADDITIONAL INFORMATION TO INFORM THE ANNUAL EQUALITY PROGRESS  
REPORT TO THE EQUALITY COMMISSION**

1. Please provide details of any measures taken to enhance the level of engagement with individuals and representative groups as part of screening.

2. In developing this policy were any changes made as a result of equality issues raised during :

- (a) pre-consultation / engagement;
- (b) formal consultation;
- (c) the screening process; and/or
- (d) monitoring / research findings.

If so, please provide a brief summary including how the issue was identified, what changes were made, and what will be the expected outcomes / impacts for those affected.

3. Does this policy / decision include any measure(s) to improve access to services including the provision of information in accessible formats? If so please provide a short summary.

## Appendix 1

### Levels of Impact (Questions 6-9)

#### Introduction

In making a decision as to whether or not there is a need to carry out an equality impact assessment, you should consider the answers provided to the questions above.

In addition, the **screening questions** above further assist you in assessing your policy and must be completed. Some of these questions require you to assess the level of impact of the proposed policy on “equality of opportunity” and “good relations”. The scale used when assessing this impact is either “None”, “Minor” or “Major”. The following paragraphs set out what each of these terms mean.

If your conclusion is **none** in respect of all of the Section 75 equality of opportunity and/or good relations categories, then you may decide to screen the policy out. If a policy is ‘screened out’ as having no relevance to equality of opportunity or good relations, you should give details of the reasons for the decision taken.

If your conclusion is **major** in respect of one or more of the Section 75 equality of opportunity and/or good relations categories, then consideration should be given to subjecting the policy to the equality impact assessment procedure.

If your conclusion is **minor** in respect of one or more of the Section 75 equality categories and/or good relations categories, then consideration should still be given to proceeding with an equality impact assessment, or to introduce:

- measures to mitigate the adverse impact; or
- an alternative policy to better promote equality of opportunity and/or good relations.

### **In favour of a 'major' impact**

- a) The policy is significant in terms of its strategic importance;
- b) Potential equality impacts are unknown, because, for example, there is insufficient data upon which to make an assessment or because they are complex, and it would be appropriate to conduct an equality impact assessment in order to better assess them;
- c) Potential equality and/or good relations impacts are likely to be adverse or are likely to be experienced disproportionately by groups of people including those who are marginalised or disadvantaged;
- d) Further assessment offers a valuable way to examine the evidence and develop recommendations in respect of a policy about which there are concerns amongst affected individuals and representative groups, for example in respect of multiple identities;
- e) The policy is likely to be challenged by way of judicial review;
- f) The policy is significant in terms of expenditure.

### **In favour of 'minor' impact**

- a) The policy is not unlawfully discriminatory and any residual potential impacts on people are judged to be negligible;
- b) The policy, or certain proposals within it, are potentially unlawfully discriminatory, but this possibility can readily and easily be eliminated by making appropriate changes to the policy or by adopting appropriate mitigating measures;
- c) Any asymmetrical equality impacts caused by the policy are intentional because they are specifically designed to promote equality of opportunity for particular groups of disadvantaged people;
- d) By amending the policy there are better opportunities to better promote equality of opportunity and/or good relations.

### **In favour of none**

- a) The policy has no relevance to equality of opportunity or good relations.  
The policy is purely technical in nature and will have no bearing in terms of its likely impact on equality of opportunity or good relations for people within the equality and good relations categories.