

Equality Analysis (EA)

(Formerly Equality Impact Assessment)

Introduction - The equality analysis is a process.

After implementing and completing this template in full you will have gathered evidence to ensure all documentation, delivery and organisational decisions have due regard for the Equality Act 2010. This will provide evidence to support the Public Sector Equality Duty (PSED), which requires public bodies to have *due regard (conscious thinking)* for:

- Elimination of unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act
- Advancement of equality of opportunity between people who share a protected characteristic and those who do not
- Fostering good relations between people who share a protected characteristic and people who do not

Within this document, evidence is needed to demonstrate:

- An understanding that there are differing complexities for each protected characteristic group
- Wider engagement and involvement
- Impact of the document or process on each protected characteristic group
- Data and information from engagement, consultations, routine data collection (highlighting areas where this is not collected)
- Agreement regarding the impact of the evidence
- Agreement on the remedial actions required and identification of a lead to take the action forward, with timescales

- D/deaf – This terms is used throughout higher education and research for people who are Deaf (who are sign language users) and deaf (those who are hard of hearing, but have English as their first language and may lip read or use a hearing aid)

STEP 1. The Provision

Title of the procedure	A university equality assessment is being carried out to support the <u>COVID-19 secure planning</u> implementation.
Describe its aims and objectives:	COVID-19 has impacted every individual. New evidence is emerging about the nature and extent of this impact. In view of this, the university is maintaining this dynamic equality assessment. This assessment is being used by the university to inform decision-making during the COVID-19 pandemic, in relation to the breadth of impacts that may be triggered for people with protected characteristics and other affected groups. It is being updated to assess business continuity planning. Mitigating actions are being developed wherever necessary and these are summarised in the assessment – section 4.
Is this new / existing / revised. Please state:	New
Lead/Author: Sara Ragab using information prepared by Laleh Williams and other materials to support the COVID secure planning steering group.	Date Started: 14 August 2020

STEP 2. Project Outcome

What are the intended outcomes? Include an outline of objectives and functional aims

Covid-19 has led to a number of changes in the way we deliver services and the precautions that we have put in place, this analysis looks to explore what this means for students in context at the University.

COVID-19 has impacted everyone including those that are shielding or are vulnerable. Impacts on people include:

Existing inequalities may deepen and some people may be disproportionately affected. For example, those with caring responsibilities during the pandemic. As a result, they have experienced increased pressure and stress as they support the amplified needs of their dependents whilst studying. For example, women have taken on more caring responsibilities during the pandemic. Anecdotally they have suggested there has been expectations

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on them socially, economically or for cultural reasons to sacrifice their needs, so dependents or others have theirs met. As a result, they have experienced increased pressure and stress which has impacted their wellbeing, status, productivity and career potential. People with multiple impairments/issues also may face the most challenges.

We cannot assume all students are engaging with, or have time to process all the COVID-19 information or guidance, especially those who already experience barriers to accessing information, or only have limited resource networks or time e.g. they are the main carers with little time, they may have hearing or sight impairments, have specific learning disabilities, English may not be their first language etc.

The impact of COVID-19 is being felt by everyone, younger and older, particularly those on lower incomes, in cramped conditions, with no access to green space are experiencing more severe issues.

Anyone who was already vulnerable to domestic or sexual abuse, or fraudulent activities such as scams can find they are more susceptible now.

Students will have been studying remotely and will need to manage a new or different studying environment, with some needing to remain at home due to health and other concerns. Some of our students may be furloughed or working virtually and on casual contracts, leaving people to feel more vulnerable not just on the impact of COVID-19, but also by being unable to deal with issues remotely and unable to access their usual support networks.

Everyone is trying to find their 'new normal'. It is important to know your own mental health as well as everyone else's, but that may be a difficult conversation.

For people who are already isolated, the extra demands being put on the university resources and services may mean they are experiencing gaps in support if or when these are required. Students have also relayed a sense of frustration and marginalisation through blended learning.

University business:

In addition to the potential impacts on people there is the potential for impacts on the university experience. This could mean that for a temporary period of time, the university will need to deliver services in a way that some students may not feel is appropriate. Many staff and students enjoy face to face interactions and for them it is a key part of university life. When this is not possible to experience, this has caused dissatisfaction the university may have little flexibility in this, as it will be required to comply with the legislation.

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There will also be:

- A potential lack of capacity to provide services to those who need them (or feel they need them) in accordance with normal operating procedures.
- A potential lack of access to suitable equipment for colleagues/students if they need to work from different locations.

Mitigations are the actions which are being taken to address these issues. These are being presented in section 4 of this document.

Who will be affected? E.g. Students, staff, carers, service users etc.

Students studying on the Avery Hill, Greenwich and Medway campuses.

Mitigations will be shared with the Equality and Diversity Committee, Student Experience Task and Finish Group to ensure guidance for secure COVID-19 planning and equality assessments align with their mitigations to enable safer and equitable management. Where there are less than 10 individuals this figure has not been included below and uses 2018/19 data.

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STEP 3. Preview of Your Document

Go through each protected characteristic below and consider whether the research/policy/procedure or provision could have any impact on the following groups. Please ensure any remedial actions are Specific, Measurable, Achievable, Realistic, and Timely (SMART)

Protected Characteristic Group	<p>What evidence has been used for this assessment?</p> <ul style="list-style-type: none"> This can be census data, research, complaints, surveys, reports etc. Describe how the views of students, staff and the public have been captured. <p>What does the evidence tell you?</p> <p>This should be a representation of the key facts and learning pertinent to the research/project/policy/procedure. It could be demographic data, evidence of inequality of access / outcome and learning or engagement.</p>	<p>Identify positive and negative impacts</p> <p>Where the negative impact on one particular group is likely to be greater than on another.</p> <p>Note: some negative impacts may be intended in order to achieve a differential impact on groups.</p>																					
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STEP 4. Assess Your Evidence

Overview of evidence in support of the equality needs:

We have only provided composite information on disability to protect individuals and to ensure they remain anonymous. However, we know a percentage of those registered with a disability will experience one or more of the concerns below.

Blind and sight impaired people:

- Many blind and sight impaired people cannot access or find accessing web information difficult.
- Blind and sight impaired people (and their assistance dogs should they have them) may be unable to see COVID-19 social distancing signage. Assistance dogs are not trained to be socially distant. It may be necessary to remind staff and students to give more space to blind and sight impaired people when passing by.
- Temporary signs outside/inside cafe/shops can present trip hazards.
- Blind or sight impaired people may have developed a routine to navigate daily tasks. Changes to familiar things e.g. queuing systems, and a lack of close contact due to social distancing, can lead to people feeling disorientated and anxious.
- It may be difficult to judge social distancing when commuting or travelling between sites.

*D/deaf people:

- D/deaf people have different levels of signing skills and utilise a variety of mechanisms for communicating. Culturally suitable signing skills mean that video subtitles are not accessible to all.
- Beards, accents and face coverings affect the ability of people to lip read and read facial expressions and can lead to people feeling socially isolated.
- British Sign Language (BSL) interpreters may not be available for face to face meetings, and some D/deaf people may not be familiar with online interpreting or have the equipment to make it feasible.
- People with multi-sensory impairments may be particularly vulnerable to loneliness and find it much harder than their non-disabled peers to maintain existing and form new friendships and networks, because there are less opportunities to interact.
- People who are Deaf/Blind may be heavily reliant on others. BSL may have to be done face to face and very close to the person's face to be understood. Deaf/Blind sign language involves staff and interpreters touching and making shapes on the Deaf/Blind person's hand – increasing the risk of infection/anxiety.
- If a person has multiple impairments, this can have a significant impact on their ability to access mainstream information and the local environment. They may be very reliant on existing routines or trusted workers to maintain their independence.

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Learning disability:

- It may be challenging for some people with learning disabilities to adhere to social distancing advice, if they want to be friendly or be with friends.
- Complex and changing information may be difficult to understand. Some people may need support to interpret the information.
- It takes time for the university to translate information into accessible or easy read. There is a risk that due to the pace of change, it takes too long to produce easy read information and it becomes out of date quickly.

Neurodiversity:

- Some people have found changes in routine and services very challenging. This has created stress and anxiety not only for the individual, but perhaps also their family members/carer.
- Someone who needs to be outside to manage their condition may want to go out multiple times a day. Government guidance recognises this, however if we return to a local lockdown they may be challenged by the way they are going out.
- Someone who is on the autistic spectrum may be benefitting from remote study and work.
- Someone who has dyspraxia, dyslexia or other neurodiverse conditions may be benefitting from remote study and work but may also be overwhelmed by the changes in technology.
- Someone who is a selective eater may no longer be able to access their preferred foods.
- Some people may be selective about who they speak to and prefer to have the same tutor for example
- They may not welcome new people and appear to be abrupt.
- Some people may struggle to engage with the student networks and societies – they may reject offers of help - and may therefore be at risk of isolation resulting in lack of essential support.
- Nuances in the Government guidance may be confusing and stressful to some people, as there are many frequent updates.

Older people and vulnerable people:

- It is well recognised older people, people who have long term health conditions or who find mobility challenging may be particularly vulnerable right now as they may be in a highly vulnerable group.
- For disabled and older people who have spent years building systems to enable their independence, this can be a frightening, depressing, lonely and disorientating time.
- There are natural fears about the impacts of COVID19 which may affect their health or that of their loved ones. The thought of being in an extended long-term social distancing or working from home situation may be troubling.
- People with a high COVID-age vulnerability may also be anxious about returning to site and the decision making which has supported this.
- Students may be personal assistants and carers of older people and will need to be careful about social distancing whilst on campus, so they reduce the risk of transmitting the virus.

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- Some disabled people with adaptations in their home to enable independence are facing challenges because their adaptations have become faulty, and services to get these fixed may be taking longer due to a backlog.
- For those with existing conditions, such as heart disease, an immune suppressed condition such as cancer, type-2 diabetes, sickle cell anaemia, respiratory issues, are morbidly obese or will require regular hospital treatment, this may be a particularly upsetting and uncertain time.
- Some people may be particularly vulnerable to fraudsters posing as volunteers.

Mental Health:

- The current climate of fear, anxiety, social isolation, and potential job insecurity is a major trigger for mental health issues and may exacerbate existing issues.
- If we return to a local lockdown situation many people will miss their routines and family members e.g. grandchildren and seeing friends, and this may affect their mental health.
- Some people may find it frightening to see people in face coverings.
- Everyone is affected by the potential for reduced medical services and cancelled appointments. For people who are impacted by a high suicide rate (e.g. men, people who identify as transgender etc) this could be particularly detrimental.
- Someone who relies on their medication to maintain good mental health may not be able to access this and may not feel confident to ask for help.
- Mental health of specific groups for example, women has been shown to be more adversely affected during the pandemic compared to men. Research from King's College London shows that, since the lockdown began, 57% of women say they are feeling more anxious and depressed, compared to only 40% of men. More women than men also report that they are getting less sleep, and eating less healthily, than usual.

Gender:

- There is evidence to suggest that COVID-19 may pose a greater risk to men (in particular aged over 45) than women– the reasons may be social or biological. This does not mean that some women are not also highly vulnerable, depending on their circumstances, and the lack of information about the virus means that information is changing all the time.
- People may be grappling with the pressures of trying to study or work from home, whilst also juggling childcare or caring responsibilities. There is now evidence of the disproportionate impact on women who are managing the childcare and their other responsibilities during lockdown This is a very difficult balancing act (especially for lone parents). The university should remember that this may well impact on students and some may feel under considerable pressure to appear to be coping to maintain performance.
- The lock down and self-isolation has significantly increased the risk of domestic and sexual violence.
- Shortage of care services (child, healthcare, elderly care) may have a disproportionate impact on women as providers of unpaid care work.
- It has been reported nationally that some personal protective equipment is designed for male bodies rather than female bodies.
- Period poverty may increase.

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BAME:

- The Chief Medical Officer asked Public Health England (PHE) to further explore and understand the impact of COVID-19 in BAME communities. There is evidence that people from BAME backgrounds are more vulnerable to the risk of COVID-19 than others. There is a hypothesis that people from BAME communities are working in lower paid roles such as the “gig” economy which increases their risks in coming into contact with people, and some may have higher rates of underlying health conditions which make them clinically vulnerable such as type 2 diabetes.
- Some BAME students (particularly those newly arrived from abroad) may be put at risk to the exposure of COVID-19 through the take up of a job in the ‘gig economy’. It has been highlighted in the national media that some BAME people may be reluctant to voice concerns about COVID-19 (e.g. will work in a potentially compromising situation). Due to fears that this will count against them and lead to racism later in their careers they may not refuse this work. Those for whom English is not their first language may not be able to defend their employment rights.
- There is an increased risk of hate incidents towards BAME people, particularly people who are perceived to be from countries with a high incidence of COVID-19 (e.g. Chinese students, the Americas).
- For people whom English is a second language, they may lack access to translated materials and advice.

Faith or Religious Belief:

- The limitations of religious services mean that people are unable to worship collectively or seek support from their faith community.
- Important dates on the faith calendar, such as Easter Sunday and Ramadan, when families traditionally join together to fast, pray or eat together, are unable to happen; this is causing great strain for people of faith.
- People of faith may be worried about whether they will be able to honour the funeral customs of their faith if they lose a loved one to COVID19.
- Due to the national restrictions in place to minimise the infection rate of COVID-19, it may not be possible to honour some traditions.

Marriage and Civil Partnership:

- Marriages and other important civic ceremonies have tight restrictions, which may cause upset and anxiety.
- Some individuals may be experiencing relationship difficulties due to heightened stress levels, proximity of partners on a daily basis, financial concerns, domestic violence etc.

Sexual orientation and gender reassignment:

- Some LGBT+ people have suggested three factors may make LGBT+ people more vulnerable to COVID-19: the prevalence of smoking in the LGBT+ community, though there is counter-evidence this is not the case; higher rates of HIV; and perceived barriers to healthcare mean that some LGBT+ people may be reluctant to seek medical treatment.
- Homophobic bullying, not feeling able to be ‘out’ with family or employers, rejection from family/friends, harassment and poor responses from professionals are common mental health triggers which LGBT+ people can experience more. The current restricted access to social

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and support networks could exacerbate mental health triggers or potential for domestic abuse. There is a greater risk of isolation, self-harming etc.

- There is a lack of gender neutral toilets and access to these will be more limited due to the need to apply social distancing.
- LGBT+ students but also others who are studying or working without the support and approval of a family network may be particularly affected as a result of being 'estranged'.

Carers:

- There are additional responsibilities for carers, who are not only trying to manage their own personal challenges and possible anxieties, but that of the person for whom they are caring.
- Some carers may be providing palliative care for loved ones, with reduced access to emotional support from others due to social distancing.
- Suspension of community support groups and day services means less respite and increased pressure.
- Carers are in a high-risk group as they are likely to be caring for people that are most vulnerable to COVID-19.
- Carers maybe supporting young vulnerable people who will be managing their own anxieties with reduced access to support services.
- School closures are having a profound economic and social consequence. Some children's education may be damaged and their mental health may suffer. Children with special educational needs may be particularly affected, which is having an effect on their family/carers.

Young people:

- Young people may not have access to accurate news and information and/or may become overwhelmed by false news.
- Some younger people may have no access to family support to facilitate home learning and may be particularly struggling to deal with the change to online education.
- The long-term impact of prolonged isolation on younger people, especially single children with no social network, may lead to poor mental health and wellbeing.
- Some young people do not see that they are at risk and may not keep themselves or others safe. Though young people are likely to be asymptomatic carriers, there are cases where they have developed the virus.
- Young people may experience a lack of adequate physical workspace or have access to quality time to develop their work as their social position makes their needs less of a priority. This can have a significant gender aspect: especially for females in some households which culturally/socially perceive that male education is a priority.

Care leavers

- May not have access to their usual support networks and feel isolated
- Lack of support may affect learning at home
- Economic factors may also particularly affect this group

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Socio and economic factors

- the economic fallout triggered by COVID-19 may adversely impact on the ability to engage with and complete coursework and assessment tasks. Because of the shame that can be associated with financial hardship, some students may well be reluctant to reveal their situation or access financial support.
- Digital access may be difficult for some groups with little access to computer equipment for example or shared facilities and lack of good broadband
- Sense of belonging may also be impacted by spending more time distant from others or at home

Findings of your analysis: Detail any **positive** or **negative** impacts and steps that will be taken to **mitigate** the negative. (This may be supported by a SMART action plan to identify how you will address these)

All Students

The University, Faculties and GSU are communicating regularly with students, to convey key messages and ensure that students feel supported and understand how to keep themselves and their loved ones as possible. Recognition is being given to the impact of lockdown and social distancing rules for those with multiple commitments, and those who live alone who may find the continued social distancing particularly difficult.

The university has now developed its COVID secure guidance. This overarching document supports the return to campus. The guidance covers all areas of health and safety management including risk assessments for highly vulnerable and vulnerable students, face coverings, PPE, travelling between sites, social distancing, and national track, trace and isolate requirements. The Student Experience task and finish group has representatives from across the University, GSU and GKSU.

The university will be providing a welcome pack to new students

There will be increased inter-campus bus and coach services with lower passenger capacity to allow for increased social distancing while travelling. The university will be encouraging bike usage and use blended learning to manage access to site.

The university has accelerated many of its planned technology upgrades; and successfully rolled out Microsoft Teams. The IT service desk has extended hours and aims to provide help and a range of remote access provisions.

Arrangements have been put in place so that support workers can 'attend' remote learning sessions. Visors are also being provided.

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Protected characteristic group	Mitigations
Disabled students	<p>Disabled students can have an individual Greenwich Inclusion plan developed with Student Wellbeing Services and a PEEP with our Fire Safety Officer</p> <p>The university is implementing a range of accessibility standards across its platforms and information so everyone can access our content.</p>
Blind and visually impaired people	<p>Some basic tips to check that online information is accessible:</p> <ul style="list-style-type: none"> a) Use clear, formatted headings, to help screen readers to navigate your document or webpage b) Do not use images of text to convey information as they cannot be read by screen readers c) Ensure text can be resized, background and text colours can be modified to suit the reading preferences of users d) Make sure links are written to describe the document or resource they send the user to e) Make sure information or explainer videos convey the same information in the audio voiceover as the images on screen f) Use image descriptions to share the information given in an image or photograph g) Ensure downloadable content (Word or PDF) is accessible <p>If changing the layout of buildings (e.g. creating queuing systems to enable social distancing) be mindful of trip hazards Do not assume that everyone can read signage.</p> <p>Brief employees/volunteers to:</p> <ul style="list-style-type: none"> a) Introduce yourself on arrival b) Avoid using abstract phrases when communicating (such as “shall I put this food delivery over there?” which may be difficult to comprehend because the concept could be interpreted in a number of ways. c) Feel free to use words that refer to vision, such as ‘see’ and ‘look.’ People with sight loss use them. They might ‘see’ with their other senses, creating mental images of what is being described. d) Be confident to ask if someone needs help and how, particularly if it seems to be needed. e) Ensure written information is available in large print
D/deaf people	<p>Provide key information in a variety of formats, e.g. British Sign Language (BSL) video, email, SMS text, and letter writing</p> <p>Consider an online BSL interpreter for meetings and information if appropriate, <u>or the use of mobile apps which can translate speech to text.</u></p> <p>The Disability and Dyslexia team-work with students on reasonable adjustments</p> <p>If you believe you need to make a reasonable adjustment to standard PPE, seek advice from the University Safety Unit (Health and Safety Team).</p> <p>See here for Public Health England resources in BSL.</p>

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	BSL users can talk to NHS111 using the Interpreter NOWapp (registration is required). They can also connect via a PC or laptop.
D/deaf/Blind	If you believe you need to make a reasonable adjustment to the standard seek advice from the University Safety Unit. Brief team members/ volunteers to understand how to give cues to people so they know what is going to happen, who they are with and what is in their environment.
Learning Disability	Where possible, provide information in Easy Read format, or convey simple messages in videos <ul style="list-style-type: none"> • Use plain English in all communications. • Include an 'alternative format statement' in all information. • Signpost people to the translated materials available from central Government • Public Health England has easy read guidance on Covid-19. There is other information available from Mencap and how to manage difficult feelings. • Brief team members and volunteers how to handle a situation in which someone doesn't understand social distancing • See the government guidance on social distancing for vulnerable people
Neurodiversity	The National Autistic society, has produced guidance on Autism and Coronavirus Brief your teams that: People on the autism spectrum may have difficulty interacting with others, such as initiating interactions or responding. When communicating, stick to facts, avoid non-verbal cues and be specific - e.g. ask "Do you agree?" rather than "What are your thoughts?" People on the autism spectrum may come across as abrupt. People may interpret this as rude. Be patient and avoid getting defensive. Try not to talk loudly. It may be upsetting to someone on the autistic spectrum. Make sure that information is factual and clear about what is expected of people and how they can participate. Avoid nuance. Be consistent and avoid changing messages (or provide reasons for the change). Find out if food delivery services are able to meet needs of selective eaters. For information and advice on Dyslexia , Dyspraxia and neurodiversity speak to the wellbeing service, for advice on reasonable adjustments. Tips for making information dyslexia friendly: a) Use Adobe Pro PDF documents with the full accessibility settings turned on. b) Where possible avoid using black writing on white background, even - off white or grey is better c) Consider using alternative ways of providing information either graphically or possibly video where appropriate. Avoid Acronyms in writing.

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Older People and vulnerable people	<p>Complete the <u>COVID age vulnerability</u> questionnaire and <u>individual risk assessment</u> as appropriate, especially where they may fall into the “highly vulnerable” or “vulnerable” category from the assessment. Ask people to register with a doctor or local authority for a needs assessment. Students can contact the Student Wellbeing Service for advice on this also.</p>
Mental Health	<p>Look at information on the university’s <u>wellbeing hub</u> or speak to student wellbeing service, promote use of <u>together now Mind</u> has a range of expert information and support available online</p> <p>Colleagues can contact Student Wellbeing for advice and guidance.</p> <p>A wide range of measures have been implemented to support managers and colleagues. These include changes to working arrangements, health, safety and wellbeing advice, technology tips, regular 1-2-1 meetings, learning and development on areas to support change and self-care.</p>
Gender	<p>People are encouraged to remind themselves, their peers and colleagues that this is a ‘new normal’, and they are not expected to be able to do everything (e.g. responding instantly to emails, whilst also feeding children or supporting an anxious elderly relative). Flexibility and understanding remain key.</p> <p>See new resources available on the wellbeing hub to support <u>domestic abuse</u>, and sign post and <u>report any concerns</u>.</p> <p>The university also has information on <u>sexual harassment, sexual violence and assault</u> and Sexual Violence Liaison Officers service for students</p> <p>The Research and Enterprise Training Institute will provide specific support for women early year career researchers and will be reviewing additional activities during the COVID pandemic.</p>
BAME	<p>Colleagues should be updated in light of increased understanding about the different groups of people who may be most vulnerable to COVID-19, including BAME people, based on Public Health England advice.</p> <p>It is understandable that known risk factors may cause increased anxiety. Colleagues are asked to consider the impact of this anxiety and consider the help and support that can be provided, for students.</p> <p>The university should follow emergent government advice for supporting BAME communities, and work with BAME staff networks/student groups, to check whether groups are aware of any gaps in information about how to stay safe, or any other issues that should be addressed to help keep well, and that these will be an integral support.</p>

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	<p>Ensure that key COVID-19 materials are provided in relevant languages are also disseminated through BAME staff/student networks.</p> <p>Encourage victims/those who experience hate incidents to report it – and make sure that staff and students know how to <u>report hate incidents</u> on behalf of others. Information is also available <u>here</u>.</p> <p>Signpost people to the translated materials available from central Government.</p>
Faith or Religious Belief	<p>Show solidarity with and thanks to faith communities for their sacrifice in cancelling profoundly important times of worship.</p> <p>Reassure people of faith that there is a <u>multi-agency plan</u> managed by local authorities to ensure that there will continue to provide a dignified end of life service that does everything possible to respect the traditions of each faith.</p> <p>Engagement is taking place with faith groups to find out more about how the restrictions may impact on their community.</p>
Marriage and Civil Partnerships	<p>Show empathy with people that may have needed to restrict their celebrations.</p> <p>Relate offer support for those that may have experienced relationship issues.</p>
Sexual Orientation and Gender Reassignment	<p>The university needs to communicate how we deal with hate crime, and how we will report hate incidents on behalf of others.</p> <p>Encourage victims of hate incidents to report it.</p> <p>Signpost to LGBT+ networks and allies</p> <p>Some trans networks are also continuing to provide services.</p> <p>Show empathy with and thanks to LGBT+ communities for their sacrifice in cancelling important events like Greenwich Pride.</p> <p>The university and Charlton Athletic Community Trust will continue to support virtual Pride activities.</p> <p>The university is a member of <u>Stonewall</u> and can access their additional guidance to support staff.</p> <p>The University also has information for students transitioning at university.</p>
Carers	<p>People are encouraged to remind themselves, their peers and colleagues that this is a 'new normal', and they are not expected to be OK (e.g. responding instantly to emails, whilst also supporting an anxious elderly relative). Flexibility and understanding remain key. Information on the wellbeing hub provides support on self-care. New guidance on personal resilience, agile and flexible working will support staff to manage remote working.</p>
Young People	<p>The university and Greenwich Students Union will be undertaking a specific equality assessment and will provide mitigations to support young people. These documents will be cross-referenced in due course. Support will come from a</p>

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	range of services including Students and Academic Services, and GSU student advisors and through their communication channels.
Care leavers	The University has a <u>care leavers bursary</u> and support is also <u>available</u> . Year round accommodation in halls of residence can also be provided.
Socio economic factors	The university has bursaries and scholarships available this include for those who commute, those who need help with access to technology and hardship funds further information on these and eligibility is <u>here</u> . The University has an independent debt advice service from the Citizens Advice Bureau. GSU and GKSU have independent advice services. GSU, GKSU, The intranational advice service, Chaplaincy and ResidentsLife are planning activities alongside their usual offer for example clubs and societies.
<p>Next steps: Detail how you will progress, in terms of review and how you will include equality groups in services or expand participation.</p> <p>Student Experience Task and Finish Group and the Student Unions, will be involved in the development of this Equality Assessment.</p> <p>Student can complete a COVID-19 age vulnerability questionnaire and where people have chosen to do this will help them to consider requirements and can be discussed with the Student Wellbeing Service.</p>	
Further comments (if applicable):	

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STEP 5. The Final Stage

Name and position of the person conducting the Equality Analysis:	
Date completed: 14 August 2020	
Name of responsible research/policy/procedure or provision lead: COVID secure planning steering group	
Signed:	Date Signed: Click here to enter a date.
Date of next review: 01 December 2020	

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