

Equality Analysis: Template Form

This form supports you to undertake an equality analysis of the policy you are proposing to ensure meaningful consideration of the various impacts it may have on different groups within our diverse community. Please refer to the Equality Analysis Guidance document to support you to complete this exercise. Depending on the change you are considering, this form can be adapted to best fit the scale of your analysis.

Throughout this guidance the term ‘policy’ is used to include a wide range of activities, for example processes, practices, provisions, procedures.

Policy Title	Carer’s Career Development Fund
Purpose	To help carers with the additional care costs incurred as a result of attending conferences or other important development and networking events.
Equality Analysis Lead(s)	Liz Grand (EDI Manager) and Lucy Newman (Research Culture Officer)
Policy Sponsor (if applicable)	Tim Warner (Dean for Postgraduate Research and Director of Doctoral College)
Date of EIA	January 2024
School/Institute/Department	Research Culture
Is the policy new or existing?	New
Has the policy previously been subject to equality analysis?	No
If so, what are the main changes since the last analysis?	N/A
Committee/group giving formal approval (if applicable)	Research and Innovation Board

<p>1. Consider your approach to undertaking equality analysis.</p> <p>This is an opportunity to consider how you will approach your equality analysis; who are your key stakeholders and who needs to be involved, how will you embed the equality analysis into the wider decision-making process, what scale of impact do you anticipate?</p>
<p>Our key stakeholders are all members of staff and PGR students with caring responsibilities at QMUL. These groups have been invited to feed into the development/exploration of enhancements to our family friendly practices via focus groups run in 2023. This fund has developed using insights from these sessions, in which staff requested a fund of this kind, collaboratively between EDI and Research Culture Teams.</p> <p>The fund is available to all staff who have caring responsibilities and we anticipate it to have a significant, positive impact on those who are eligible to use it. The wider impact on those beyond those using the fund will be minimal.</p>
<p>2. Supporting Queen Mary's Values and Strategy 2030</p> <ul style="list-style-type: none"> - How does this policy demonstrate Queen Mary's Values in action? - What opportunities are there for this policy to progress positive impact across protected characteristics and beyond? - How does it support the aims of Queen Mary Strategy 2030, including our mission to be the most inclusive university of our kind <p><i>For more details on the underlying behaviours for each Value see our Values in action</i></p>
<p>The introduction of this fund directly supports the aims of Strategy 2030 to 'create a truly inclusive environment, building on our cherished cultural diversity, where students and staff flourish, reach their full potential and are proud to be part of the University'. In order to be the most inclusive, and to achieve our strategic aims, it is essential that we consider and address the impacts of caring responsibilities on career progression, inclusion and belonging, participation and retention, and overall staff wellbeing. Our KPIs on staff diversity look to increase the representation of women and staff from Black, Asian and minority ethnic (BAME) backgrounds at senior levels across the institution. We aim to reach 50:50:50 representation of women and 40:40:40 representation of BAME staff at junior: middle: senior grades. Increasing representation at senior levels will also positively influence the closing of our pay gaps.</p> <p>This fund seeks to enable staff who are parents and carers to attend activities relevant, or even required, for career development. We know that women are more likely to be providing care and face barriers in relation to career development and opportunities to participate in opportunities beyond their usual working hours. In doing so, this fund supports our institutional Values; in opening this fund to all staff, we are taking an ambitious and inclusive approach. This fund considers the needs of carers and their ability to partake in activities that will be beneficial to their careers. By providing financial support for extra support, this allows carers to participate in their communities at QMUL. We are aware of only one other university providing this kind of fund which is open to PS staff; the majority are only applicable for academics.</p> <p>The REF 2028 will place a 25% weighting on people and culture which will include an assessment of the institution's research culture. These schemes will demonstrate Queen Mary is taking action to address the specific barriers to career progression faced by academic staff parents and carers. This is particularly important in the context of the 'leaky pipeline' whereby the representation of women decreases as seniority of academic role increases.</p>

3. Evidence and information

Consider what sources of information you will need to undertake your equality analysis. You should consider both quantitative and qualitative information and must consider the protected characteristics listed below as a minimum. You should consider what information is already available and whether any additional data is required.

The potential impacts you anticipate the policy may have should inform your approach.

We do not currently have robust data on the number of staff at Queen Mary who are parents and/or carers. In the absence of this, we have considered data on staff demographics as well as numbers of staff on parental leave to understand the potential users of this fund and to inform equality considerations. We have also considered information from Carer's UK to inform this assessment - [Key facts and figures | Carers UK](#)

Other universities offer similar schemes which are having a positive impact on career progression, inclusion and participation. This scheme is based on the positive evidence of these schemes. It has also been requested by members of QMUL's staff community (see more below).

4. Engagement and qualitative data

- What engagement exercises have taken place already?
- What do the findings show? How will these inform the proposed policy?
- Is any further engagement required to inform your assessment of potential impacts?

This fund has been introduced following a series of focus groups held during 2023 which sought to hear from staff and PGRs at Queen Mary on enhancements to family friendly practices at the university. Feedback from these sessions highlighted the need for further support for parents and carers in relation to career development opportunities; staff shared challenges they are facing in relation to career progression whilst there is no financial provision to cover caring costs within expenses when attending career related events outside of normal working hours e.g. conferences. The financial impact of arranging additional care to attend such activities creates a barrier to participation and subsequently has a negative impact on career development and progression. Staff were aware that funds to cover caring costs incurred when attending career development activities were available at other universities. A summary of the outcomes of these sessions is provided in the appendix to this document.

This fund has been modelled on other successful funds at similar universities. After this fund has been in place for one year, we will collect further feedback to understand if this is meeting the needs and aims identified.

This fund has been designed to support equality and inclusion and therefore close consideration of protected characteristics (particularly sex, pregnancy/maternity) have been considered in the design. The assessment below also looks to consider the administration and communication of this fund to ensure equality impacts in relation to accessing and benefitting from the fund are considered.

5. Assessment of potential impact on different groups		
<ul style="list-style-type: none"> - The list below follows the legal framework of the Equality Act 2010 and the groups protected within it as well as additional groups whose needs should be considered. You can add any additional groups to this list where relevant. - Consider both negative and positive impacts here - Please consider intersectionality throughout your assessment 		
Characteristic <i>(Characteristics in bold reference those which are protected under the Equality Act 2010)</i>	Impact identified	Rationale
	<ul style="list-style-type: none"> - Negative - Positive - Neutral/non identified 	<ul style="list-style-type: none"> - What data or information has informed your assessment of impact
Age	Neutral/non-identified	Certain age groups will be particularly affected by caring responsibilities due to young children or aging parents. As the staff demographic data shows, we have a large proportion of staff in age groups 26-34 and 35-50, the age at which individuals are most likely to have children and require childcare arrangements. We also recognise staff may be caring for adults at any age.
Disability	<p>Potential negative impact - parents of disabled children who may require additional care. These care requirements may exceed the £300 maximum individuals can claim for.</p> <p>Potential negative impact – guidance and application form needs to be accessible for those with disabilities and those who are neurodiverse</p>	<p>We know from focus group exercises undertaken that some staff are parents of disabled children who may require additional and specific care arrangements. These may cost above £300.</p> <p>5.64% of our staff population have declared a disability, in reality this percentage is expected to be much higher. Staff within this group may be using accessible software to access the guidance and application form e.g. screen readers.</p>

Marriage and Civil Partnerships	Neutral/non-identified	
Race & Ethnicity <i>(including nationality and citizenship)</i>	Positive	<p>Certain cultures may expect higher levels of caring; Carers UK report highlights caring for a parent is an expected part of life in some cultures, viewed as a duty which may result in</p> <p>Carer's UK report finds that Black, Asian and ethnic minority carers are more likely to be struggling financially. At the beginning of the pandemic, over half (58%) of unpaid carers from Black, Asian and minority ethnic groups said they were worried about their finances, compared to 37% of White carers (Carers UK, The Experiences of Black, Asian and minority ethnic carers during the COVID-19 pandemic, 2022).</p> <p>Our staff data shows 37% of our staff are from outside of the UK. International staff who are parents may have less of a support network close by to provide support with care arrangements. They may therefore have less options than to organise additional paid-for care arrangements. However, this may well also be the case for UK staff also.</p>
Religion or belief	Neutral/non-identified	
Pregnancy and maternity	Potential negative impact if those who are on maternity leave are not made aware of this fund i.e. were on leave during initial promotion.	<p>Many staff raised via focus groups undertaken in 2023 that they missed out on important information whilst on maternity leave that would have helped them had they known.</p>

<p>Sex <i>(The Equality Act 2010 defines 'sex' as relating to male and female)</i></p>	<p>Positive</p>	<p>59% of unpaid carers are women (Census 2021). Women are more likely to become carers and to provide more hours of unpaid care than men. More women than men provide high intensity care at ages when they would expect to be in paid work (Petrillo and Bennett, 2022)</p>
<p>Sexual Orientation / LGBTQIA+</p>	<p>Neutral/non identified</p>	<p>We have ensured language is inclusive of all sexual orientations and recognises diversity of caring relationships.</p>
<p>Trans and non-binary people <i>(The Equality Act 2010 uses the term 'Gender Reassignment')</i></p>	<p>Neutral/non identified</p>	<p>We have ensured language is gender neutral in line with our trans inclusive approach.</p>
<p>Caring responsibilities</p>	<p>Positive</p>	<p>The scheme is designed to help this community specifically (see information above).</p> <p>We know from focus groups undertaken in 2023 that many staff parents and many are caring for adults alongside working, some doing both simultaneously. Carers of adults shared that they felt less visible than parents and were less aware of the support available. The language and design of the fund aims to ensure carers feel equally supported and eligible to use it.</p>

Socio-economic background or status	<p>Potential negative impact for individuals from lower socio-economic status as fund works by reimbursing staff after activity has taken place, requiring them to pay upfront.</p> <p>Positive – This fund is also open PGR students who are on lower pay scales and will therefore benefit from this financial support.</p>	
Menopause	Neutral/non identified	
<i>Add any additional groups here</i>		
<p>6. Action plan to eliminate or reduce adverse impact.</p> <ul style="list-style-type: none"> - The template below allows you to identify specific actions to address any negative impact that you have identified through your assessment. - Negative impact should be address before the policy is put into place. - This may include actions already undertaken since the beginning of this equality analysis exercise. 		
Impact identified	Action planned	Timeframe
Potential negative impact for Parents/guardians/carers of disabled children who may require more than the £300 limit for the particular care they require	Applicants to the fund will be able to request additional funds where this is required. An outline of the needs for additional funding will be requested.	Before implementation
Potential negative impact for individuals from lower socio-economic status as fund works by reimbursing staff after activity has taken place, requiring them to pay upfront.	We are unable to change how the finances for this fund are administered. However, there is no fixed deadline for applications; individuals can apply as early as they wish (or last minute) in advance of the event. This aims to	Before implementation

	support individuals with financial planning by confirming availability of funds at the earliest opportunity.	
7. Decision		
Is the policy ready for implementation:	YES	NO
Equality analysis reviewed by (e.g., relevant governance group):	Research and Innovation Board	
If “No”, what action will be taken?		
8. Monitoring and Review		
<ul style="list-style-type: none"> - How will you monitor the impact of your project once it has been implemented? - Include date for review and person(s)/group/committee responsible 		
<p>The Carer’s Career Development Fund is being piloted for two years. It will be reviewed after the first year to understand usage, trends and insights. As part of this review, this equality analysis will be revisited to ensure that new data and insights inform our consider of equality impacts.</p> <p>We will be continually monitor the types of requests coming in, and who they are coming from including staff type/group and types of caring responsibilities. Beyond usage and reach, this will also help us to understand whether we are denying any requests that we should be funding and whether there are any groups who aren’t applying.</p>		
Date for review	23/11/2024	
Person responsible	Liz Grand (EDI Manager) and Lucy Newman (Research Culture Officer)	
Relevant committee(s)/working group(s)	Research and Innovation Board	

Please share your completed equality analysis with the EDI Team by sending this form to hr-equality@qmul.ac.uk

Appendix 1: Space to record the data that has been used in this equality analysis exercise.

Information used from Carer’s UK - [Key facts and figures](#) | [Carers UK](#)

- The most recent Census 2021 puts the estimated number of unpaid carers at 5 million in England and Wales. This, together with ONS Census data for Scotland and Northern Ireland, suggests that the number of unpaid carers across the UK is 5.7 million.
- This means that around 9% of people are providing unpaid care. However, Carers UK research in 2022 estimates the number of unpaid carers could be as high as 10.6 million (Carers UK, Carers Week 2022 research report).
- 4.7% of the population in England and Wales are providing 20 hours or more of care a week.
- Over the period 2010-2020, every year, 4.3 million people became unpaid carers – 12,000 people a day (Petrillo and Bennett, 2022).
- 59% of unpaid carers are women (Census 2021). Women are more likely to become carers and to provide more hours of unpaid care than men. More women than men provide high intensity care at ages when they would expect to be in paid work (Petrillo and Bennett, 2022)
- One in seven people in the workplace in the UK are juggling work and care (Carers UK, Juggling Work and Care, 2019).
- Between 2010-2020, people aged 46-65 were the largest age group to become unpaid carers. 41% of people who became unpaid carers were in this age group (Petrillo and Bennett, 2022).
- Black, Asian and ethnic minority carers are more likely to be struggling financially. At the beginning of the pandemic, over half (58%) of unpaid carers from Black, Asian and minority ethnic groups said they were worried about their finances, compared to 37% of White carers (Carers UK, The Experiences of Black, Asian and minority ethnic carers during the COVID-19 pandemic, 2022).
- LGBT carers are more likely to more likely to feel lonely. 48% of bisexual carers and 45% of lesbian and gay carers often or always feel lonely, compared with 33% of heterosexual carers (Carers UK, The Experiences of lesbian, gay and bisexual carers during the COVID-19 pandemic, 2022).
- 27% of carers who completed our State of Caring survey in 2022 said they had a disability.

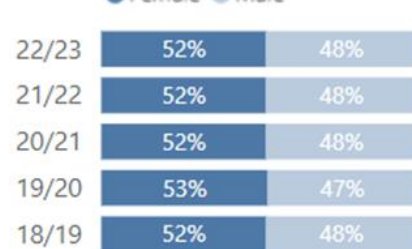
Queen Mary Parental leave data (years 2019 – 2022)

2019 - 2022				
Staff Type	Maternity/Adoption	Paternity	Shared Parental Leave	Total
Academic and Research	100	76	50	226
Professional Services	184	78	22	284
Total	284	154	72	

Staff demographics (Staff Profile Dashboard)

Gender

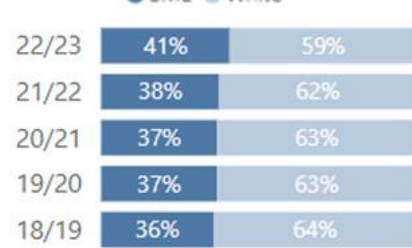
● Female ● Male



Academic Year	18/19		19/20		20/21		21/22		22/23	
Gender	No.	%	No.	%	No.	%	No.	%	No.	%
Female	3156	52%	3366	53%	3168	52%	3153	52%	3385	52%
Male	2875	48%	3005	47%	2889	48%	2876	48%	3086	48%
Total	6031	100%	6371	100%	6057	100%	6029	100%	6471	100%

Ethnicity

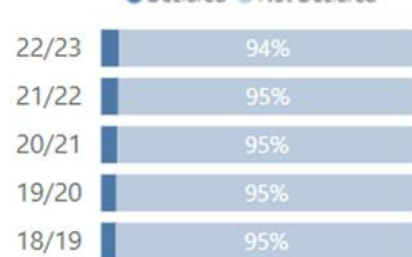
● BME ● White



Academic Year	18/19		19/20		20/21		21/22		22/23	
Ethnicity Group	No.	%	No.	%	No.	%	No.	%	No.	%
Asian	1297	22%	1458	24%	1351	23%	1366	23%	1617	26%
Black	389	7%	396	6%	411	7%	399	7%	452	7%
Other	404	7%	423	7%	411	7%	430	7%	485	8%
White	3767	64%	3916	63%	3723	63%	3658	62%	3701	59%
Total	5857	100%	6193	100%	5896	100%	5853	100%	6255	100%
Unknown	1/4		1/8		161		1/6		216	






Disability

● Declared ● Not Declared

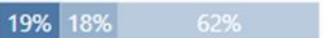






Academic Year	18/19		19/20		20/21		21/22		22/23	
Disability	No.	%	No.	%	No.	%	No.	%	No.	%
Declared	288	5%	313	5%	310	5%	331	5%	365	6%
Not Declared	5743	95%	6058	95%	5747	95%	5698	95%	6106	94%
Total	6031	100%	6371	100%	6057	100%	6029	100%	6471	100%






Age Profile

Academic Year	18/19		19/20		20/21		21/22		22/23				
	No.	%	No.	%	No.	%	No.	%	No.	%			
22/23			18-25	1011	17%	1139	18%	933	15%	831	14%	922	14%
21/22			26-34	1645	27%	1726	27%	1609	27%	1621	27%	1707	26%
20/21			35-50	2146	36%	2225	35%	2247	37%	2249	37%	2388	37%
19/20			51-65	1076	18%	1126	18%	1117	18%	1170	19%	1279	20%
18/19			66+	153	3%	155	2%	151	2%	158	3%	175	3%
Total			Total	6031	100%	6371	100%	6057	100%	6029	100%	6471	100%

Citizenship

Academic Year	18/19		19/20		20/21		21/22		22/23				
	No.	%	No.	%	No.	%	No.	%	No.	%			
22/23			EU	1258	21%	1312	21%	1275	21%	1221	20%	1259	19%
21/22			Non EU	894	15%	971	15%	936	15%	998	17%	1175	18%
20/21			UK	3878	64%	4088	64%	3846	63%	3810	63%	4031	62%
19/20			Unknown	1	0%					6	0%		
18/19			Total	6031	100%	6371	100%	6057	100%	6029	100%	6471	100%

Sexual Orientation

Academic Year	18/19		19/20		20/21		21/22		22/23				
	No.	%	No.	%	No.	%	No.	%	No.	%			
22/23			Heterosexual	3438	57%	3873	61%	3750	62%	3727	62%	4118	64%
21/22			LGBQA+	296	5%	331	5%	319	5%	369	6%	423	7%
20/21			Not Provided	2297	38%	2167	34%	1988	33%	1933	32%	1930	30%
19/20			Total	6031	100%	6371	100%	6057	100%	6029	100%	6471	100%
18/19													

Summary of focus group findings (2023) relevant to Carers Career Development Fund

Culture and visibility

- o Carers of adults and carers of disabled children do not feel visible at Queen Mary
- o Participants of the carers focus groups felt that people are generally more accepting of caring for children than they are for adults. Most participants shared that they were unsure of what support is available for people who are caring for adults
- o Carers of adults don't necessarily feel confident that they will be supported in working flexibly
- o Carers of children with a disability felt their specific needs are not recognised at Queen Mary and would welcome clearer policy recognition, guidance and support from managers
- o Some staff, particularly academics, feel some reluctance to say that they can't attend a meeting because of caring responsibilities because they don't want to appear unavailable or disengaged
- o Some individuals raised that they have been using annual leave for caring responsibilities because they don't feel able to ask for carers leave
- o Many participants raised feelings of guilt or worry around needing to manage caring responsibilities alongside work, such as leaving work when something urgent/unexpected comes up, taking a phone call, needing to look after a sick child and even leaving on time at the end of the day when other colleagues are still working
- o Carers of adults raised feelings of being very vulnerable when you have to explain what your caring responsibilities are, there is more explanation needed in comparison to parents, uncertainty around the level of support and understanding
- o Some participants raised fears that they were being judged negatively or perceived as less hard working if they work less hours or need to work more remotely or flexibly than others because of their caring responsibilities

Career progression

- o Academic participants raised that taking longer or "full" parental leave significantly sets you back in terms of career and research because of the cycle of academia e.g. grant deadlines, promotions etc. Whilst this is partly structural, many participants felt this wasn't fully recognised by QM
- o Some participants felt that it is unclear how the special circumstances form for promotion recognises parental leave. Uncertainty was raised as to whether this is enough to support parents in promotion. More transparency is needed here around how this is having a positive impact.
- o A number of academic staff raised experiences of missing out on promotion whilst on maternity leave, this was largely due to being forgotten about and subsequently not encouraged or given the relevant communications and information to apply within that round.

- o Academic staff also raised that they often do not take as much time as they would like to because of the career implications. For example, for Teaching and Scholarship staff there is a big focus on teaching in the role and for progression so there feels a need to come back sooner in line with the teaching schedule
- o **Staff also raised challenges in attending career related events such as academic conferences when they have caring responsibilities. There is currently no financial support available for care arrangements that need to be organised to enable attendance at such events. Staff were aware of schemes at other institutions that provide funding to cover these care arrangements supporting parents and carers to participate and attend these important activities, these funds recognising these barriers and support career development.**
- o Many academic staff raised that the impact parental leave has had on applications for grants/funding, and recruitment of PhD students is significant. It is extremely difficult to manager these longer-term planning aspects because it takes so long to catch-up again after returning
- o Academic staff also raised that there is no consistent scheme for adequate cover of teaching and research roles whilst staff are on maternity leave. Cover would be valuable to support staff when they return from parental leave to be able to catch up and transition back more easily

Childcare

- o Overwhelmingly, participants with young children felt the biggest issue they face is the lack of affordable childcare and the impact this has on participating in the workforce and career progression. This impacts significantly on whether people can return to work when and how they want to
- o For some participants, the nursery provision at Mile End was not seen as helpful as not all staff necessarily want childcare on site. Others spoke very positively of the Queen Mary Nursery but mentioned lack of space and only one location at the Mile End Campus
- o Participants recognised the lack of affordable childcare is out of Queen Mary's control but questioned whether anything could be done to support staff, particularly during the cost-of-living crisis
- o **Academic staff raised that currently there is no provision to include childcare or caring costs within expenses when travelling to conferences, which makes it very hard to attend and subsequently has a negative impact on career development**
- o Parents of disabled children raised particular challenges around ensuring the necessary childcare arrangements are in place. For example, where they may need to travel for work, our current policy does not allow for flexibility to enable a staff member to use expenses for the particular accommodation they will need to support their child's needs

Support for returners

- o Participants unanimously felt that there should be more support for the transition back into work
- o Academic staff shared varied experiences regarding support to return back to work; in some academic schools there are provisions for this, for example a sabbatical on return to support with research catch up, however this is not in many schools and not a consistent provision across Queen Mary

- o Many staff raised feeling that they were expected to transition back into their roles easily and swiftly despite having been away from university life for 6 – 12 months. Staff felt they hadn't had sufficient support upon returning, particularly around knowing what has happened in terms of new policies, new priorities, changes in staff and restructures.
- o Some professional services staff felt that returners schemes should also be considered for Professional Services staff to support this transition