

## Equality analysis guidance

### What is equality analysis?

1. An equality analysis is an evidence-based approach to assessing the impact of policies, practices, guidance and services<sup>1</sup> on different groups of people. These groups may share protected characteristics related to The Equality Act 2010 (such as race or disability), or grouped in other ways not currently enshrined in equality legislation (e.g. socio-economic background or geographical location).
2. **The table to complete the equality analysis starts on page 3 of this document.** If you are familiar with the process, skip to that section now. You may also find examples of similar equality analyses to help inform yours on the D&I Gateway site – search ‘Equality Analysis’.
3. Equality analysis provides a process and templates for ensuring that the introduction of new policies, or the review of existing ones, consider equality, diversity and inclusion implications from the outset, and involve people likely to be affected as well as those making the decisions. This supports greater rigour, quality assurance and cost-effectiveness in the BBC’s decision-making, policy formulation and service provision.

### Why should we do it?

4. Public bodies have legal duties to eliminate unlawful discrimination, advance equality of opportunity and promote good relations between people. While there is no longer a specific legal requirement to conduct equality analyses or equality impact assessments, using the EA process is an effective way of demonstrating that we are paying due regard to equality issues. It will:
  - **ensure that our decisions impact in a fair way:** where there is evidence that particular groups will be negatively affected by a decision, action should be taken to address this;
  - **make decisions based on evidence:** the EA process provides a clear and structured way to collect, assess and put forward relevant evidence;
  - **make decision-making more transparent:** a process which involves those affected by the policy and which is based on evidence is much more open and transparent. This is more likely to engender trust in decision-makers and in the resulting decisions;
  - **provide a platform for partnership working:** the EA process offers an opportunity for us to work in partnership (e.g. across divisions, trade unions, staff networks, customers, external stakeholders) to consider the impact on members of our shared communities and how we might best collaborate and co-ordinate decisions.

*(Source: Equality and Human Rights Commission)*

5. To show “due regard”, we should:

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<sup>1</sup> For brevity, this is generally referred to as “the policy” throughout the rest of this document.

- Demonstrate equality is considered before a decision is made, or as early in the process as possible;
- Demonstrate that potential impacts on people have been assessed;
- Consider how to avoid, reduce or mitigate potential negative impacts;
- Consider how to promote or increase potential positive impacts.

### How do we do it?

6. To conduct an EA, an assessor (i.e. the person responsible for writing or supporting the policy) should follow these steps and use the tailored template (see appendix 1):
  - **Step one: clarify** the main aims and objectives of what you're assessing. This will help determine a proportionate approach to a relevant policy. For example, if it's a large programme which is likely to impact on people, you may need to break it down and conduct separate EAs on different parts/work streams.
  - **Step two: collate information.** This might include relevant existing workforce diversity monitoring figures, audience statistics, or by engaging and involving different groups (e.g. through the staff networks). Information-gathering at this step affects the quality of the next step;
  - **Step three: assess the impact** to determine if and how different groups are potentially positively or adversely affected. Consider whether some groups can be affected differently, or if some groups may have additional needs;
  - **Step four: consider actions** that can be taken to remove or reduce negative impacts and increase or promote positive impacts. Use the action planning form (appendix 2) if a differential equality impact has been identified that needs to be acted on;
  - **Step five: record and summarise** the findings and proposed way forward, including who has been engaged in the process and recommended practical actions. Decide if it needs to be signed off by someone other than the EA assessor;
  - **Step six: monitor and review** to ensure action is taken and the policy, practice or service is effective. This might include checking against relevant performance indicators, reviewing the EA annually, or regular check-ins with trade unions, HR business partners or staff networks.

### How do I get help to conduct an EA?

7. You should include your HR business partner in the EA process. The Workforce Diversity and Inclusion team are available to provide additional information and support you with advice, including:
  - starting an EA and deciding on relevance and proportionality (e.g. how much detail you might need to include and whether you need to consult others);
  - what information you may need, who you should involve and how you might engage them;
  - practical action as a result of the findings;
  - monitoring and reviewing the EA or resulting policies, guidance, services, etc.

The Workforce D&I team can be contacted for EA advice

**Workforce Diversity and Inclusion team, October 2020**

## Appendix 1: Equality Assessment

<b>Section 1</b>	
<b>What is being analysed?</b> <i>Product Operations &amp; Portfolio Performance November 2025</i>	<b>Who is responsible for the equality analysis?</b> <i>Kelly Kowal, Product Operations Director</i> <i>Alison Ransome, Product Group HR Business Partner</i>
<b>What are the main aims and objectives of what you're assessing?</b> <i>To analyse the potential impact of Product Group Operations reorganisation on our minority groups, and mitigate where possible.</i>	
<b>Information, engagement and involvement.</b> <i>BECTU consultation</i>  <i>Workforce profile data based on colleagues in scope / potentially affected by redundancy (data not visible for Bands where numbers are low / data potentially identifiable) – Appendix 3</i>	

<b>Section 2</b> <i>If there is a lot of information to add in this section, you may choose to continue on separate sheets if preferred.</i>				
	<b>Potential positive impact</b> <i>(tick or leave blank)</i>	<b>Potential negative impact</b> <i>(tick or leave blank)</i>	<b>How might different groups be affected?</b> <i>(Explain the equality issues identified through the information-gathering.)</i>	<b>What action can we take?</b> <i>(Summarise actions to promote positive impacts or reduce negative impacts. If no action can be taken, explain why.)</i>
<b>People in different age categories</b> <i>(e.g. older, younger)</i>	Neutral	Neutral	<p>There is a broad age range across colleagues in Operations &amp; Portfolio Performance.</p> <p>Under 40 – 38%</p> <p>40-50 – 38%</p> <p>50+ - 25%</p> <p>The age profile of Product Operations is weighted towards older colleagues. Although the data doesn't directly compare length of service with age, there is likelihood that colleagues with more length of service are those who are older. We know that redundancy is often more attractive to longer serving staff, with a higher compensation package which may in turn inadvertently reduce the diversity of the age profile across the</p>	<p>During individual consultation meetings, discuss requirements and reasonable adjustments requested.</p> <p>Suite of support options available including Q&amp;As, drop-ins, interview support, pension webinars and dealing with uncertainty workshops.</p>

**Section 2**

*If there is a lot of information to add in this section, you may choose to continue on separate sheets if preferred.*

	<b>Potential positive impact</b> (tick or leave blank)	<b>Potential negative impact</b> (tick or leave blank)	<b>How might different groups be affected?</b> (Explain the equality issues identified through the information-gathering.)	<b>What action can we take?</b> (Summarise actions to promote positive impacts or reduce negative impacts. If no action can be taken, explain why.)
			workforce. 12% of colleagues have more than 15 years service.	
<b>Disabled people</b>	Neutral	Neutral	17% of the community declare a disability. The overall Product Group percentage is around 16%. Whilst disabled colleagues are likely to be in the pool of colleagues potentially affected by redundancy, the representation is broadly similar to that of other business areas and so they are not disproportionately impacted. There will be an opportunity to retain 35 colleagues in the proposed model.	Ensure reasonable adjustments are offered and acted upon as part of the selection process  Moderation exercise post interviews to ensure standardised approach to appointments and healthy challenge
<b>Women (including pregnancy, maternity), men, transgender people</b>		x	Delivery have 61% females and it is a profession typically dominated by females. Engineering on the other hand, is a profession often dominated by males.  By most affected Bands:  67% female Band D 48% female Band E  The proposal predominantly affects Band D colleagues. Pan-Product Group, female representation is 38%. In Engineering & Data 32% and Product & Design 47%  3 colleagues on maternity leave	We will ensure that the three women on maternity leave are contacted so that they understand their maternity rights.  Consideration was given to whether gender checks could be made before confirming redundancies, to ensure that no more than 61% of compulsory redundancies were female. However legislation prevents us from taking decisions based on a protected characteristic and therefore this action is not believed appropriate.  We will search for alternative employment to retain as many females as possible.  Suite of support options available including Q&As, drop-ins, interview support, pension webinars and dealing with uncertainty workshops.

**Section 2**

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	<b>Potential positive impact</b> (tick or leave blank)	<b>Potential negative impact</b> (tick or leave blank)	<b>How might different groups be affected?</b> (Explain the equality issues identified through the information-gathering.)	<b>What action can we take?</b> (Summarise actions to promote positive impacts or reduce negative impacts. If no action can be taken, explain why.)
<b>Lesbian, gay or bisexual people</b>	x		12% LGBTQ+ in Ops and Delivery v 14.6% overall.  The representation of our LGBTQ+ community is lower in the affected business area than the Product Group overall.	Given representation is lower, no interventions are proposed in this area over and above the usual support given to our minority groups such as staff networks.
<b>People in different Nations and Regions</b> (include additional information as relevant to the policy being assessed)	x		Staff are predominantly based across London and Salford and therefore our Nations will not be disproportionately affected by this change.  Salford 46% London 36% Glasgow 11% Newcastle-upon-Tyne 3% Cardiff 2% Bristol 1% Home-Based 1%	It is anticipated that the impact on Across The UK distribution will be known in Q4 2025/6 (Jan – March 2026). All 35 proposed roles can be based at any of the 5 Product sites across the UK and Product Group location principles have been updated to further support and encourage this.
<b>People from different racial or ethnic backgrounds</b> (Race includes biological attributes such as skin colour, physical characteristics; ethnicity includes learned aspects such as nationality, language, culture.)	x		22% of the community identify as BAME against a Product Group average of 25.7%	This community is unlikely to be disproportionately affected by the change as representation of the potentially affected group is lower than Product Group overall
<b>People from different religions or beliefs</b>	x		The majority of the community identify as having no religion (40%) followed by 20% Christian and 20% Atheist, 7% Islam, 1% Hindu.	Consultation and recruitment schedule to consider religious events including Christmas (25 December) and Ramadan (17 Feb – 18 March 2026)

**Section 2**

*If there is a lot of information to add in this section, you may choose to continue on separate sheets if preferred.*

	Potential positive impact (tick or leave blank)	Potential negative impact (tick or leave blank)	How might different groups be affected? (Explain the equality issues identified through the information-gathering.)	What action can we take? (Summarise actions to promote positive impacts or reduce negative impacts. If no action can be taken, explain why.)
				During individual consultation meetings, discuss requirements and reasonable adjustments requested.  Suite of support options available including Q&As, drop-ins, interview support, pension webinars and dealing with uncertainty workshops.
<b>People from different socio-economic backgrounds</b>		x	25% of the community identify as working class which is marginally higher than the Product average at 20%	Any new roles to be advertised externally will have a flexible location and all attempts made to recruit outside of London ( <a href="#">Across The UK</a> )
<b>Other</b> (e.g. marriage/civil partnership; vulnerable people; people with caring responsibilities; part-timer workers; add other equality considerations as identified/relevant to the proposal being analysed.)			6 colleagues work part time	When scheduling briefings and drop-ins, consideration is given to avoid Fridays and offer sessions on different days / times of the week to encourage maximum opportunity to attend.

**Section 3****Recommended outcome**

*(Please tick the relevant statement.)*

Amend the policy ☐ Note adverse impact but continue ☒ Discontinue proposal or remove policy ☐ No major change required ☐

**What further action is needed?** Discuss equality impact assessment in BECTU collective consultation

*(Include whether this needs to be approved and any next step to final sign-off.)*

Stress risk assessment – appendix 4

**How will impact be monitored and reviewed?**

**Section 2**

*If there is a lot of information to add in this section, you may choose to continue on separate sheets if preferred.*

	<b>Potential positive impact</b> (tick or leave blank)	<b>Potential negative impact</b> (tick or leave blank)	<b>How might different groups be affected?</b> (Explain the equality issues identified through the information-gathering.)	<b>What action can we take?</b> (Summarise actions to promote positive impacts or reduce negative impacts. If no action can be taken, explain why.)
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Workforce diversity profile data has been reviewed before the consultation process launches.

The proposal was to refresh the data and review it again after VR preferences were received to assess the impact of accepting VR requests. This may not possible if data groups are less than 10 and people become potentially becoming identifiable.

Should the proposed model be implemented in 2026, revised workforce profile data will be produced as a new baseline for ongoing monitoring.

**Completed by: Alison Ransome**

**Date: November 2025**

## Appendix 2: Action Plan template

**Action plan**

*This should be completed if a differential equality impact has been identified.*

<b>Action</b>	<b>Priority/impact</b> (high, medium or low)	<b>Owner</b>	<b>Timescale</b>	<b>Links to other work (e.g. D&amp;I Strategy, financial considerations or compliance requirements)</b>	<b>Review date</b>
Support workshops, Q&As, drop-ins and webinars during consultation	High	Alison	November - December		November
Deliver recruitment briefing to interviewers, minimising unconscious bias and ensuring fair selection	High	Alison	January		December
Ensure reasonable adjustments acted on during recruitment	High	TA team	January		December
Call to all colleagues on maternity leave during consultation process	High	Alison	February		December





### Appendix 3: Data

We do not report equality data where there are less than 10 people in the monitoring group, therefore data is not available for Band F colleagues.

Characteristic	Product Ops and Delivery	Product Group Overall
Female	61%	37.6%
Black, Asian, Ethnic Minority	22%	25.7%
Deaf, Disabled, Neurodiverse	17%	15.5%
LGBTQ+	12%	14.6%
Working Class	25%	20.1%

#### Gender

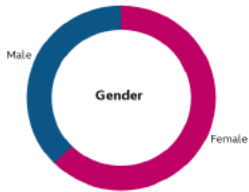
% of Total Headcount along EIR Calc		
	Female	Male
D	67%	33%
E	48%	52%
Grand Total	61%	39%

#### Ethnicity

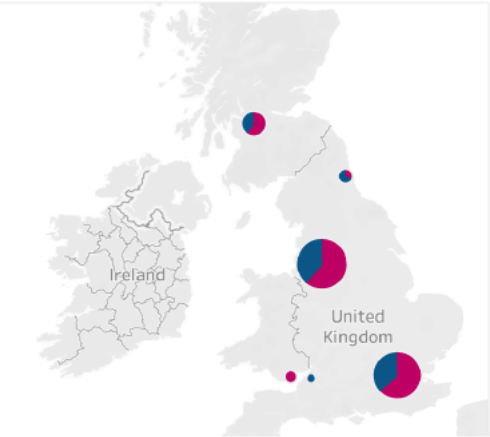
% of Total Headcount along EIR Calc					
	No Data	B.A.M.E	Majority White	Other White	Prefer Not to Say
D	1%	20%	77%		1%
E	5%	19%	67%	10%	
Grand Total	2%	22%	73%	2%	1%

Age

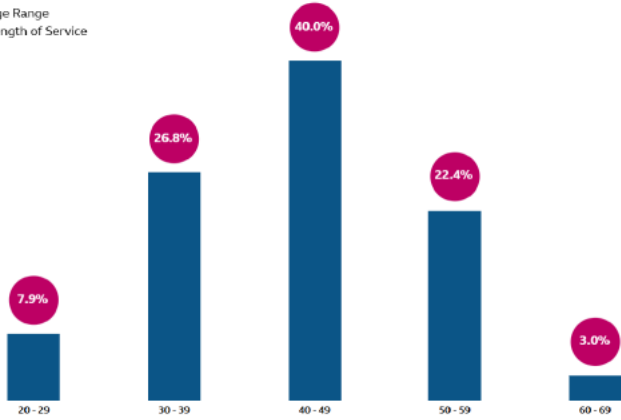
	% of Total Headcount along EIR Calc				
	20 - 29	30 - 39	40 - 49	50 - 59	60 - 69
D	10%	38%	38%	14%	1%
E		19%	33%	38%	10%
Grand Total	8%	30%	38%	22%	3%



Gender Map



- Age Range
- Length of Service



DDN

	% of Total Headcount along EIR Calc			
	No Data	No	Prefer Not To Say	Yes
D	1%	77%	3%	19%
E	5%	71%	10%	14%
Grand Total	2%	76%	5%	17%

LGBTQ+

% of Total Headcount along EIR Calc				
	Heterosexual	LGBTQ+	No Data	Prefer Not to Say
D	81%	12%	1%	6%
E	76%	14%	5%	5%
Grand Total	81%	12%	2%	5%

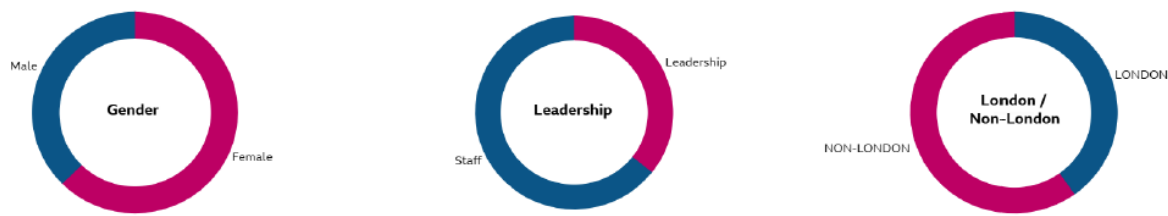
Religion

% of Total Headcount along EIR Calc								
	No Data	Atheist	Christian	Hindu	Muslim	None	Other	Prefer Not to Say
D	1%	23%	12%		8%	41%		14%
E		19%	38%	5%	5%	33%		
Grand Total	1%	20%	20%	1%	7%	40%	2%	10%

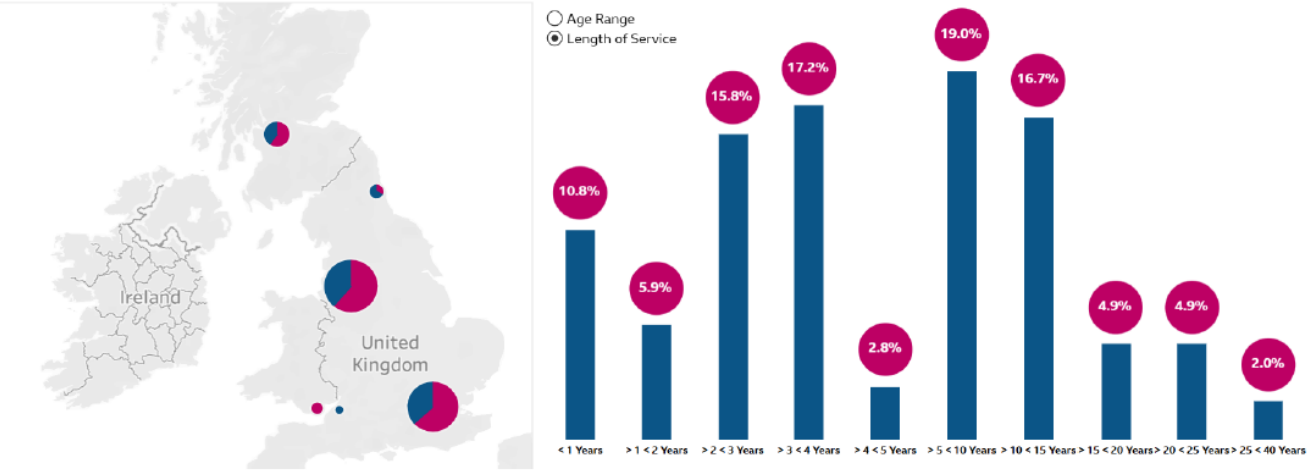
SED

% of Total Headcount along EIR Calc								
	Clerical & Intermediate Occup	Modern & Traditional Professional Occupation	No Data	Other	Prefer Not to Say	Senior, Middle or Junior Manager or Admin	Small Business Owners	Working Class
D	13%	26%	6%	3%	1%	16%	6%	29%
E		38%	19%			29%	5%	10%
Grand Total	11%	32%	8%	2%	1%	17%	5%	25%

Length of service



Gender Map



## Appendix 4: Stress risk assessment

Reference	Product Group Operations & Portfolio Performance R&R	Confidential?	Yes
Assessment title	BBC Generic Stress Risk Assessment		
Assessment Outline			
Start date	November 2025	End date	June 2026 (estimate)
Location details			
Division	COO Group	Department	Product Group Operations & Portfolio Performance
Series / Production / Unit		Programme / Area	
Responsible Manager	Kelly Kowal & Megan Williams	Contact details	<a href="mailto:Kelly.kowal@bbc.co.uk">Kelly.kowal@bbc.co.uk</a> <a href="mailto:Megan.williams04@bbc.co.uk">Megan.williams04@bbc.co.uk</a>
Key team members	Alison Ransome, HR Business Partner		
Distribution & Comms			
Supporting documents			
Assessor	Bridget Kane, Head of HR	Competence	
Authoriser		Date authorised	November 2025
<b>Privacy Notice</b> - Personal information collected for the purposes of this form will be used to identify those at risk and those involved in controlling risk, from this or similar activities, and to fulfil the BBC's obligations under Health and Safety policy and legislation. It could be retained for up to 6 years after the conclusion of the event. It may be shared with other organisations, including our agents and contractors, with whom the risk or the control of risk is shared.			

**Hazard Checklist** – use this list to help you identify any significant hazards. Hazards in bold contain links to our Safety Guidelines.

Situational	Tick	Physical / Chemical	Tick	Health	Tick
<u>Asphyxiation / hypoxia (diving)</u>		Cold surface – contact with		<u>Allergic reaction</u>	
<u>Attack by animal</u>		Cold exposure / hypothermia		<u>Disease / infectious agent</u>	
<u>Crush by load</u>		<u>Electric shock</u>		<u>Fatigue / exertion</u>	
<u>Drowning</u>		<u>Explosive release of pressure</u>		Lack of food / water	
Entanglement in machinery		<u>Fire</u>		<u>Repetitive actions</u>	
<u>Falls from height</u>		<u>Hazardous substance</u>		<u>Static body posture</u>	
<u>Impact / collision (driving)</u>		Heat exposure / exhaustion		Psychological ( <u>stress</u> /anxiety)	x
<u>Manual handling</u>		Hot surface – contact with		<b>Human factors</b>	
Object falling, moving or flying		<u>Lasers</u>		<u>Lack of the 4C's *</u>	

Obstruction / exposed feature		<u>Noise</u>		<u>Security / High Risk</u>	
<u>Sharp object / material</u>		<u>Radiation (ionizing)</u>		Abuse (child protection)	
<u>Slippery surface</u>		<u>Radiation (non-ionizing)</u>		Personal abuse / threats	
<u>Stroboscopic light</u>		Vibration		Assault by person	
Trap in moving machinery		<b>Environmental</b>		Bomb threat / explosion	
<u>Trip hazard</u>		Environmental damage / pollution		Kidnap	
<u>High wind / air pressure</u>		Environmental nuisance		Shot by firearm	
*Competence, Communication, Co-operation, Co-ordination					

**Location comments / amendments** - use this box to record any last minute changes

Activity What is it you are doing and where?	Who is at Risk Anything about them which affects the risk?	Significant Hazards Outline what could cause harm or damage (use table in Part A to help you)	Controls Precautions which are / should be in place to control the risk of harm or damage	Risk rating All controls applied (H/M/L)
<p><b>1. Work-Related Stress related to the <u>demands</u> of work.</b></p> <p><i>Applies to the general environment of work where initial focus groups or team talks have identified that <b>demands</b> could be a potential issue at work. It is likely to apply where there is a need to work long hours, there is a continuous stream of work, or tasks are repetitive or mundane. It does not apply to circumstances of extreme violence, abuse or danger on location, where a more detailed risk assessment would be required</i></p>		<p><b>1. Demands</b> – Workload in terms of quantity, complexity and intensity are factors in causing work related stress. Prioritisation of work, resourcing, competency and training need to be considered, along with how work is allocated for example in shift patterns. Individuals must feel able to raise concerns to their managers.</p>	<p><b>Where does the work go?</b></p> <p>The proposal to remove embedded Delivery requires Software Engineering Team Leaders and Product Managers to work differently. This is already happening in some areas.</p> <p>SETLs will be accountable for team performance and outputs. The full management remit of their current CPF will be enacted.</p> <p>This is not a lift and shift of all work currently done by Delivery. Some work will stop entirely and some will be automated. It is a redesign, not a redistribution of the same amount of work.</p> <p>Capacity of SETLs will be unlocked by delegating technical tasks to Senior Principal and Principal Software Engineers – Senior Principal have increased from 4 to 13 EFT and Principal Engineer increase from 64 to 76 EFT. Software Engineering Managers also increased from 26 to 31 EFT to offer more targeted support and coaching for SETLs.</p> <p>The success of the proposed model is dependent on these new ways of working being adopted</p>	Medium
<p><b>2. Work-Related Stress related to the <u>control</u> people have in the work they do</b></p> <p><i>Applies to the general environment of work where initial focus groups or team talks have identified that <b>control</b> could be a potential issue at work. It is likely to apply where work is unpredictable and</i></p>		<p><b>2. Control.</b> – Individuals should have a say about the way their work is organised, and allowed to use and develop their skills in the work that they undertake. A lack, or a perceived lack of control at work is a factor that can cause work related stress.</p>	<p><b>During consultation</b></p> <p>Colleagues are invited to reflect on proposals and whilst work will continue as normal, it is understood that during this time colleagues may feel less engaged. Team engagement sessions are taking place, alongside Q&amp;As and HR Drop Ins to give colleagues a number of opportunities to seek clarification, express views and share input around how work is controlled during this period.</p>	Low

<b>Activity</b> What is it you are doing and where?	<b>Who is at Risk</b> Anything about them which affects the risk?	<b>Significant Hazards</b> Outline what could cause harm or damage (use table in Part A to help you)	<b>Controls</b> Precautions which are / should be in place to control the risk of harm or damage	<b>Risk rating</b> All controls applied (H/M/L)
<i>difficult to manage, and where there are limited opportunities for creativity and decision making. Shift working, especially where shift patterns can change, is another example</i>				
<b>3. Work-Related Stress related to the <u>support</u> people receive in their work</b>  <i>Applies to the general environment of work where initial focus groups or team talks have identified that <b>support</b> could be a potential issue at work. It is likely to apply where individuals work alone or there is a high pace of development and change in the nature of work that people undertake e.g. involving new technology.</i>		<b>3. Support</b> – Individuals who have home or work problems can be stressed if they are not able to seek help and support from their colleagues and managers. They need to understand how and when to ask for support and what systems the business has to support them e.g. Employee assistance programme.	<b>During consultation</b> A suite of support material is available through the consultation period including: <ul style="list-style-type: none"> <li>• Team engagement sessions</li> <li>• Q&amp;As with senior leaders</li> <li>• HRBP Drop In Sessions</li> <li>• BBC Wellbeing Resources including external charity support and tools to build resilience and look after health and wellbeing</li> <li>• Employee Assistant Programme (EAP)</li> <li>• Pension Sessions</li> <li>• LHH (Outplacement support)</li> <li>• Dealing with uncertainty (restructuring/redundancy sessions)</li> <li>• myCareer page</li> </ul> This has been shared verbally at briefings, in slide decks and on the dedicated Gateway microsite.  The Q&A sessions and HR drop ins are scheduled to take place on different days / times to provide maximum opportunity to attend across a range of working patterns and commitments.	Low



<b>Activity</b> What is it you are doing and where?	<b>Who is at Risk</b> Anything about them which affects the risk?	<b>Significant Hazards</b> Outline what could cause harm or damage (use table in Part A to help you)	<b>Controls</b> Precautions which are / should be in place to control the risk of harm or damage	<b>Risk rating</b> All controls applied (H/M/L)
			There is a dedicated Microsoft Form for colleagues to raise questions and a dedicated HR inbox to ensure a structured and timely approach to communication.	
<b>4. Work-Related Stress related to <u>relationships</u> at work</b> <i>Applies to the general environment of work where initial focus groups or team talks have identified that <b>relationships</b> could be a potential issue at work. It is likely to apply where staff could face physical or verbal abuse in their work and where there is a need for individuals within a team to communicate to perform their jobs, or teams need to cooperate to get the job done.</i>		<b>4. Relationships</b> – Poor relationships within or between teams can lead to work related stress. It is important that unacceptable behaviour such as harassment or bullying is not tolerated and is resolved quickly and fairly.	<b>Positive behaviours at work are promoted to avoid conflict and ensure fairness:</b> <ol style="list-style-type: none"> <li>1. BBC values and behaviours are encouraged in the team</li> <li>2. Constructive and positive communication between individuals is encouraged</li> <li>3. Combative or confrontational styles are addressed</li> </ol> <b>Procedures are in place to report and resolve workplace conflict:</b> <ol style="list-style-type: none"> <li>1. Individuals are aware of the BBC policies on equal opportunities, bullying and harassment</li> <li>2. It is made clear that bullying and harassment are not acceptable in the team</li> </ol> <b>Individuals are able to provide support to their colleagues:</b> <ol style="list-style-type: none"> <li>1. Training courses are available on learn.gateway. Ensure staff are aware and given the appropriate time to complete the courses</li> <li>2. Team building events both informal and formal are encouraged</li> </ol> <b>Individuals share information necessary and relevant to their work:</b> <ol style="list-style-type: none"> <li>1. Employees meet as a team to share information, and share information with other teams if necessary</li> <li>2. Teams are selected to have the right blend of expertise and experience for new projects</li> </ol>	Low

<b>Activity</b> What is it you are doing and where?	<b>Who is at Risk</b> Anything about them which affects the risk?	<b>Significant Hazards</b> Outline what could cause harm or damage (use table in Part A to help you)	<b>Controls</b> Precautions which are / should be in place to control the risk of harm or damage	<b>Risk rating</b> All controls applied (H/M/L)
<b>5. Work-Related Stress regarding a person's <u>role</u> at work</b> <i>Applies to the general environment of work where initial focus groups or team talks have identified that <b>role</b> could be a potential issue at work. It is likely to apply where there are potential conflicts in a person's or team's role, where roles are complex, where a person or team have several jobs simultaneously, or where the organisation or division is changing so quickly that people's original role profiles are soon out of date.</i>		<b>5. Role</b> – It is important that individuals understand their role within their team, and how their team role fits into the wider organisational objectives. Not understanding your role or having too many conflicting demands are potential causes of work related stress.	<b>The different demands placed on individuals are compatible:</b> <ol style="list-style-type: none"> <li>Everyone has a clearly defined job description/role profile</li> <li>Those reporting to more than one person have no conflicting demands</li> </ol> <b>Information is provided to individuals to enable them to understand their roles and responsibilities:</b> <ol style="list-style-type: none"> <li>Roles are reviewed when work circumstances change to ensure they remain accurate and relevant.</li> <li>BBC and divisional targets are published, as well as organisational charts</li> <li>BBC Upfront induction is undertaken when new employees join the BBC</li> </ol> <b>Individuals know how to raise concerns about any uncertainties or conflicts they have in their role or responsibilities:</b> <ol style="list-style-type: none"> <li>All individuals have annual feedback and development with clearly defined objectives and realistic timelines</li> <li>Individuals know how to raise concerns about any conflicting demands on their time</li> </ol>	Low

<b>Activity</b> What is it you are doing and where?	<b>Who is at Risk</b> Anything about them which affects the risk?	<b>Significant Hazards</b> Outline what could cause harm or damage (use table in Part A to help you)	<b>Controls</b> Precautions which are / should be in place to control the risk of harm or damage	<b>Risk rating</b> All controls applied (H/M/L)
<p><b>6. Work-Related Stress regarding <u>change</u> at work.</b></p> <p><i>Applies to the general environment of work where initial focus groups or team talks have identified that <b>change</b> could be a potential issue at work. It is likely to apply where there are reorganisations, closures or redundancies, or where new responsibilities, tasks, or projects are taken on by individuals or teams.</i></p>		<p><b>6. Change</b> – Change can be good, but can be complicated, particularly at the beginning and in order to avoid causing work related stress it is important that individuals are prepared for change, understand why it is happening, and if necessary are given training to help them adapt to the new situation.</p>	<p>BECTU will be engaged to discuss proposed changes and briefing material provided to enable meaningful consultation during the minimum 30 day period.</p> <p>Frequently asked questions are shared on the dedicated Gateway microsite and will continue to be added to during the consultation period. These inputs are fed from Q&amp;A sessions, HR Drop Ins, Product Group HR inbox and Microsoft Form submissions.</p> <p>Team Engagement sessions will take place in addition to collective and individual consultation to provide colleagues additional opportunities to seek clarification, discuss ideas and develop counter proposals</p> <p><b>Individuals are provided with timely information to enable them to understand the reasons for proposed changes:</b></p> <ol style="list-style-type: none"> <li>1. Individuals are consulted prior to change to enable them to understand the reasons why</li> <li>2. Adequate time is allowed for the process of change</li> <li>3. Information and communication includes a timetable of the change process</li> </ol> <p><b>Individuals are consulted on changes and there are opportunities for them to influence outcomes:</b></p> <ol style="list-style-type: none"> <li>1. Individuals are consulted about change and included in the change management process</li> <li>2. Individuals are made aware of the impact the changes will have on them and how their department and work will change afterwards</li> </ol> <p><b>Individuals have access to relevant support during changes:</b></p> <ol style="list-style-type: none"> <li>1. Individuals are aware of the availability of support services if required</li> <li>2. Teams affected by change are encouraged to get together. Bespoke Team engagement sessions are arranged to support.</li> <li>3. Training needs of the group are considered to ensure they have the tools and resources necessary to effect change</li> </ol>	<p><b>Medium</b></p>

