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Wellbeing Impact Assessment

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| **This assessment is to review the wellbeing aspects of the proposed change. Please consider points in sections 1-6 and read the following potential actions to mitigate.** | | |
| **1** | **Change** Consider how the proposed change (large or small) will be managed and communicated in the organisation. Refer to the suggested actions below for consideration.   **Communication**   * Ensure all staff are aware of why the change is happening – agree a system for doing this. * Define and explain the key steps of the change. * Establish a system to communicate new developments quickly. * Agree methods of communication (e.g. meetings, notice boards, letters, email, feedback forums) and frequency (e.g. weekly, monthly). * Ensure colleagues are aware of the impact of the change on their jobs.   **Consultation and feedback**   * Ensure colleague consultation and support is a key element of the programme. * Provide a system to enable colleagues to comment and ask questions before, during and after the change, e.g. for colleagues who want to raise their concerns.   **Review**   * Review unit and individual work plans after the change to ensure objectives are clear and workloads are appropriately distributed.   **You may also find the following resources helpful:**   * Familiarise yourself and use the [Workplace Pressures Risk Assessment](https://www.exeter.ac.uk/staff/occupational-health/information-assessments/workplace/) and/or [Stress Indicator Tool](https://www.exeter.ac.uk/staff/wellbeing/managers/sit/) to identify and address stressors in the workplace with individuals or teams. * Use [Mental Health Champions](https://www.exeter.ac.uk/staff/wellbeing/mentalhealth/mhchampions/) to promote healthy working practices and raise awareness of mental health. |

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| **2** | **Demands**Does the proposed change impact on colleague workload, required competencies, work patterns or the work environment? If so, consider implementing one or more of the suggested actions below as appropriate. **Workload**   * Follow [workload principles policy and plans](https://www.exeter.ac.uk/departments/strategicplanning/workloadplanningteam/) (for academics) as per university guidance. * Develop personal work plans to ensure colleagues know what their job involves. * Hold weekly team meetings to discuss the anticipated workload for the forthcoming week (and to deal with any planned absences). * Hold regular meetings with individuals to discuss their workload and any anticipated challenges. * Ensure sufficient resources are available for colleagues to be able to do their jobs (time, equipment etc.).   **Competency**   * Devise a system to keep training records up to date to ensure colleagues are competent and comfortable in undertaking the core functions of their job. * Use the [PDR process](https://www.exeter.ac.uk/staff/learning-and-development/pdrs/) to identify and track development needs and training undertaken, then review to ensure it is effective and sufficient. * Promote and provide training to help colleagues deal with conflict and defuse difficult situations (e.g. difficult phone calls, aggressive customers). * Provide and promote training (formal or informal) to help colleagues prioritise, or information on how they can seek help if they have conflicting priorities.   **Working patterns**   * Review working hours and/or shift work systems – have these been agreed with colleagues? * Adjust work patterns to cope with peaks and colleague absences (this needs to be fair and agreed with colleagues). * Consider and promote the [Flexible Working Policy](https://www.exeter.ac.uk/staff/employment/leave/flexibleworking/policy/) for colleagues where possible. * Consider changes to start and end times to help colleagues to cope with pressures external to the organisation (e.g. childcare, poor commuting routes). * Develop a system to notify colleagues of unplanned tight deadlines and any exceptional need to work long hours.   **Physical environment**   * Ensure your risk assessments for physical hazards and risks are up to date. * Promote [workstation (DSE) self-assessments](https://universityofexeteruk.sharepoint.com/sites/HealthandSafetyHub/SitePages/DSE-Guidance.aspx) to current colleagues and include these in induction processes. * Assess the risk of physical violence and verbal abuse. Take steps to deal with this using [university policy](https://www.exeter.ac.uk/staff/employment/hrpoliciesatoz/) and in consultation with colleagues and others who can help (e.g. HR, the police, charities). |

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| **3** | **Control**Does the proposed change impact on how much say a person has in the way they do their work? If so, consider implementing one or more of the suggested actions below as appropriate. **Communication**   * Agree systems that enable colleagues to have a say over the way their work is organised and undertaken, e.g. through project meetings, one-to-ones, performance reviews. * Provide opportunities for discussion and input. * Hold regular discussion to take projects forward: agree objectives and roles; agree timescales; agree the provision of managerial support, e.g. through regular progress meetings. * Talk about the way decisions are made – is there scope for more involvement?   **Competency**   * Talk about the skills people have and if they believe they are able to use these to good effect. * How else would they like to use their skills? |

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| **4** | **Support**Does the proposed change impact on the encouragement, sponsorship and resources provided by the organisation, line management and colleagues​?  If so, consider implementing one or more of the suggested actions below as appropriate. **Communication**   * Hold regular one-to-one and team meetings to talk about any emerging issues or pressures. * Include ‘work-related stress/emerging pressures’ as a standing item for colleague meetings and/or performance reviews. * Ask how colleagues would like to access managerial support, e.g. ‘open door’ policies or agreed times when managers are able to discuss emerging issues or pressures.   **Competency**   * Ensure training arrangements and refresher sessions are undertaken to make certain training and competencies are up to date and appropriate for the core functions of colleague’s jobs. * Promote or set a PDR objective for managers to complete [manager training in supporting the mental wellbeing of teams](https://www.exeter.ac.uk/staff/wellbeing/managers/wellbeingtraining/).   **Signposting and support**   * Introduce [flexibility in work](https://www.exeter.ac.uk/staff/employment/leave/flexibleworking/policy/) schedules (where possible) to enable colleagues to cope with domestic commitments. * Talk about ways the organisation could provide support if someone is experiencing problems outside work. * Familiarise yourself and disseminate information on other areas of support ([human resources department](https://www.exeter.ac.uk/staff/employment/hr/contact/), [occupational health](https://www.exeter.ac.uk/staff/occupational-health/), [EAP](https://www.exeter.ac.uk/staff/wellbeing/mentalhealth/spectrum/), [Mental Health Champions](https://www.exeter.ac.uk/staff/wellbeing/mentalhealth/mhchampions/) and external support such as the [NHS Talking Therapies Service](https://www.nhs.uk/service-search/mental-health/find-an-nhs-talking-therapies-service)). |

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| **5** | **Relationships**Does the proposed change impact on promoting positive working to avoid conflict and dealing with unacceptable behaviour​?  If so, consider implementing one or more of the suggested actions below as appropriate. **Policy and processes**   * Speak to HR and refer to [HR policy](https://www.exeter.ac.uk/staff/employment/hrpoliciesatoz/) for preventing and dealing with unacceptable behaviour and [grievance and disciplinary](https://www.exeter.ac.uk/staff/employment/conditions/terms/disciplinary/) procedures for reporting incidents – communicate these to colleagues. * Ensure colleagues are aware of [Speak Out](https://www.exeter.ac.uk/about/speakout/) and [Dignity and Respect](https://www.exeter.ac.uk/about/speakout/support/dignityandrespectadvisors/) processes to report unacceptable behaviour.   **Communication and competency**   * Encourage good communication and encourage appropriate training to aid skill development (e.g. listening skills, confidence building). * Select or build teams which have the right blend of expertise and experience for new projects. * Discuss how individuals work together and how they can build positive relationships.   **Support and reward**   * Identify ways to celebrate success (e.g. informal lunches). |

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| **6** | **Role**Does the proposed change impact on whether people understand their role within the organisation or will it create role conflict? If so, consider implementing one or more of the suggested actions below as appropriate. **Communication**   * Hold team meetings to enable members to clarify their role and discuss any role conflict. * Display team/department targets and objectives to help clarify unit and individual role. * Hold regular one-to-one meetings to ensure individuals are clear about their role and know what is planned for the coming months. * Develop suitable [induction arrangements](https://www.exeter.ac.uk/staff/new/induction/) for new colleagues – make sure all members of the team understand the role and responsibilities of the new starter.   **Competency**   * Use the [PDR process](https://www.exeter.ac.uk/staff/learning-and-development/pdrs/) to define and discuss role and set objectives. * Agree specific standards of performance for jobs and individual tasks and review periodically. * Introduce personal work plans which are aligned to the outputs of the team. * Introduce or revise job descriptions to ensure the core functions and priorities are clear. |

**References**

Health and Safety Executive (2024)*Stress Talking Toolkits.* Retrieved 29th February 2024 from: [Stress at work - Stress Talking Toolkits (hse.gov.uk)](https://www.hse.gov.uk/stress/talking-toolkit.htm)