

## Equality Analysis

This form enables you to reflect on your proposed activity, and to assess the potential positive and negative impacts it might have on different members of the community. The Equality Analysis is designed to help you ensure your activities are meaningfully considered and not spending your time on an activity that will later need to be changed or disbanded due to not thinking about the practical needs of diverse communities who we are required to protect. If you have any questions about how to complete this Equality Analysis, please read the [Guidance](#) or contact the Equality and Diversity Unit: [EqualityandDiversityUnit@uwe.ac.uk](mailto:EqualityandDiversityUnit@uwe.ac.uk).

<b>Activity Title</b>	Learner Analytics
<b>Project Manager and Contact</b>	Caroline Ponting (Project Manager), Laura Collins (Project Implementation Manager)

**1. Proposed activity (change, refresh, policy, process or practice) being analysed**

UWE Bristol will be introducing a Learner Analytics solution, which creates a student's portfolio of their attendance, use of Blackboard and coursework submissions to identify any patterns of absence. This information can then be used proactively to highlight any areas of concern and for the student to be contacted and support put in place should it be required.

**2. What sources of information/data, or who have you identified to help explore potential equalities impacts?**

The Learner Analytics Project reports in to the Attendance Recording and Learner Analytics Project Board for decision making. The board is chaired by the Pro Vice Chancellor and is made of senior colleagues within each faculty, ITS, Finance, Student and Academic Services and the Student's Union.

A stakeholder group has been established with colleagues from across the university in order to review work and make recommendations to the Project Board. This group consists of colleagues from all four faculties and Professional staff alongside representation from the Student's Union.

Advice will be sought from the Equality and Diversity team in regard to exploration of potential equalities impacts.

**3. Assessing the activity from different perspectives**

Might your proposal impact people who identify with the protected groups below in the following contexts?

- Access to or participation in UWE Bristol Faculties or Professional Services?
- Student experience, attainment or withdrawal?
- Staff experience, representation, or progression?

Explain why you have made that assessment, and plan your response.

	<b>Possible Negative or Positive Impact on Groups<sup>i</sup></b> Include relevant data if possible.	<b>Action Planning:</b> how will you mitigate negative and maximise positive outcomes? <b>Please feed information from this action plan to your activity's own planning documents e.g. action plans, risk registers, benefits maps</b>				
		<b>Actions Required</b>	<b>Responsible Person</b>	<b>Target date</b>	<b>Success indicators</b>	<b>Progress to date</b>
<b>All</b> (possible impacts affecting many groups)	<ul style="list-style-type: none"> <li>Recording engagement information might lead to some individuals experiencing stress or anxiety in relation to both being monitored and in potentially being required to use new technology/system.</li> <li>Students could find an awareness of their engagement level makes them feel more pressured.</li> <li>Students might find calls regarding their engagement to be worrying.</li> <li>Students might have concerns that their engagement score will affect their standing with the university, result in disciplinary action or predict poor grades.</li> <li>Positive impact that students who are experiencing any issues will be contacted and offered support at a much earlier stage than is currently possible.</li> </ul>	<ul style="list-style-type: none"> <li>All comms relating to learner analytics will emphasise that this a wellbeing focussed project and make clear the parameters of the recording, providing clarity of what will be recorded and that engagement information will never be used to discipline a student. FAQs to be created for the website.</li> <li>Comms will be planned to ensure that students are provided with plenty of notice in regard to their engagement being recorded as well as ensuring that staff are well prepared for any changes to their role.</li> <li>Full training and support will be given for any new technology or system introduced alongside comprehensive intranet guides and tasks which will be created with input from all relevant stakeholders.</li> <li>An email address has also been created for staff to</li> </ul>	Caroline Ponting/Laura Collins	Sept 2019	<ul style="list-style-type: none"> <li>Comprehensive comms messages have been distributed widely, staff and students are aware of the scope of the project and where to go for help or guidance.</li> <li>The existence of a training module alongside the guides and tasks for staff and FAQs for students.</li> <li>Successful implementation and completion of training materials.</li> <li>A survey will be contacted for both staff and students and the outcomes of this survey will help shape the rollout of the full implementation.</li> </ul>	<ul style="list-style-type: none"> <li>Pilot concluded in April 2019. Work is currently ongoing for full rollout in Sept 2019.</li> <li>A <a href="#">pilot report</a> is now available.</li> <li>Survey has taken place and the <a href="#">survey report</a> has been published. The reports highlight that this system is a better measure of engagement than simply referring to a students attendance.</li> <li>Student feedback was mixed on whether the system had a positive impact on wellbeing or not but many</li> </ul>

	<ul style="list-style-type: none"> <li>• Positive impact that students will be supported in a proactive rather than reactive way.</li> <li>• Positive impact is that there will be a central location for all support services and academic staff to gain a picture of other services/staff that a student is in contact with.</li> <li>• Potential risk that staff may enter information on to the system that the student does not want to be included (e.g. personal details) which cause stress and anxiety.</li> <li>• Students will be able to log on to the system from any location so will be able to view their engagement from home.</li> <li>• Staff will only be able to log to the system whilst on a UWE campus. This is to ensure that the system is secure and further protects the data on the system. It is also unlikely that staff members will need to access the information from a location outside of a UWE campus.</li> </ul>	<p>feedback any questions or concerns.</p> <ul style="list-style-type: none"> <li>• Students will be made aware that they can go to any InfoPoint for guidance and support.</li> <li>• Students are able to see all information on their personal engagement record, nothing is hidden from them so they are aware of the information UWE staff members will be able to see.</li> <li>• Training and guidance material will emphasise the importance of adhering to GDPR regulations and advised to agree wording with students where possible.</li> </ul>				<p>student could see a correlation between student wellbeing and engagement.</p>
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<p><b>Age</b> (older people, younger people)</p>	<p>It is not anticipated that attendance recording will create any issues for staff or students based specifically upon age.</p>					
<p><b>Disability</b>, including mental health and non-visible disabilities</p>	<ul style="list-style-type: none"> <li>• Some staff and students may have difficulty accessing the training modules and any potential system that will be in place due to a disability.</li> <li>• There is potential for the stress of the new system (as outlined above) to cause further anxiety to staff and students.</li> <li>• Potential that being given an 'engagement score' could cause some anxiety amongst students.</li> <li>• Positive impact that students who are experiencing issues regarding disability or mental health will be contacted and offered support at a much earlier stage than is currently possible.</li> <li>• Positive impact that students will be supported in a proactive rather than reactive way.</li> </ul>	<ul style="list-style-type: none"> <li>• When implementation a new system, testing will include ensuring that it works as expected with current technologies designed that some staff or students may be required to use.</li> <li>• Support will be available for students relating to any concerns regarding attendance recording from both academic and Professional Services staff.</li> <li>• Students who might have issues around anxiety due to the system can have their records amended within the system if the alerts are causing issues and an appropriate staff member judges this to be in the student's best interest.</li> <li>• Accessible comms and training will be provided and reasonable adjustments can be put in place for staff who require additional support. This will take place through meeting with the individual and their</li> </ul>	<p>Caroline Ponting/Laura Collins</p>	<p>Sept 2019</p>	<ul style="list-style-type: none"> <li>• Solution is implemented that works with as intended with assistive technology ensuring that users who use this technology will be able to access the front end of the system.</li> <li>• Staff and students have had the opportunity to express concerns and their requirements have successfully been met.</li> </ul>	

		<p>line manager to discuss the requirements.</p> <ul style="list-style-type: none"> <li>• Staff from the disability team sit on the Stakeholder Group for the project.</li> <li>• Staff from wellbeing and Disability will have access to the system and can make any amendments to student records as required.</li> </ul>				
<b>Women and men</b>	It is not anticipated that engagement recording will create any issues for staff or students based specifically on sex.					
<b>Trans and non-binary people, including gender reassignment</b>	It is not anticipated that engagement recording will create any issues for staff or students based specifically upon trans/non-binary status.					
<b>Marriage and/or civil partnership</b>	It is not anticipated that engagement recording will create any issues for staff or students based specifically upon marriage or civil partnership status.					
<b>Pregnancy and/or maternity, including Adoption</b>	It is not anticipated that engagement recording will create any issues for staff or students based specifically upon pregnancy or maternity.					
<b>Race, including</b>	It is not anticipated that engagement recording will create any issues for staff or					

ethnicity and citizenship	students based specifically upon race.  All communications will be written in plain and accessible languages to ensure that information is accessible to students for whom English is not a first language.					
<b>Religion and/or belief</b> , including those without religion and/or belief	It is not anticipated that engagement recording will create any issues for staff or students based specifically upon religion or belief.					
<b>Sexual orientation</b>	It is not anticipated that engagement recording will create any issues for staff or students based specifically upon sexual orientation.					
<b>Other specific group</b> (e.g. International or Access)	N/A	N/A	N/A	N/A	N/A	N/A

A **positive outcome** or impact is where a person or people may experience an advantage or benefit as a result of the proposed change. This includes positive action to overcome a disadvantage, meet different needs or encourage participation. For example, increasing lighting in public spaces of campus, which increases personal safety, particularly for people from protected groups. A **negative outcome** or impact is where a person or people may experience a disadvantage compared with others, or compared with what was previously available, or planned. For example a new bus service is set up to help all students travel between campuses, but no drop kerbs or accessible buses are available. Bear in mind that some negative outcomes may be justified on the basis of a legal requirement or applicable exemption including use of positive action or where the outcome would conflict with other legislation, e.g. Health & Safety. If a negative outcome can not be mitigated due to a legal requirement, identify the legislation and considerations you have considered to reduce the negative impact and/or rationale for the decision.

4. Project Manager Next Steps		Delete or complete as appropriate	
Does this Equality Analysis require consultation of 3 or 6 weeks ( <a href="#">chart to help you decide</a> )			6 weeks
Is further monitoring or engagement required? (in addition to the formal Equality Analysis consultation, e.g. with the Students' Union, Disability Services, relevant staff groups)			No
What measure / statistic / data will you use to check if the activity has had a positive, negative or neutral outcome?	A pilot will take place ahead of any full university implementation of an attendance recording system. At the end of this pilot a survey will be distributed for staff and students included in the pilot to complete which will include questions in regard to the participants experience of the pilot and any positive or negative impacts they may have experienced.		
When will you review this Equality Analysis?	Tbc (when there is a confirmed attendance recording solution).		

5. Equality and Diversity Unit Review			
The Equality and Diversity Unit has reviewed this Equality Analysis and is satisfied that it is ready for formal consultation			
Equality and Diversity Unit representative	Vicky Swinerd	Date	25/06/2019

6. Faculty/Service/ Departmental Sign off	
I am satisfied with the results from investigation, consultation and analysis. The progression of this EA will continue to throughout the activity/project and I will ensure that a review is undertaken following the final implementation of the proposal, to assess its actual impact. Any actions or feedback that results as a consequence of ongoing project changes will be monitored and incorporated within the stated processes. Any negative outcomes will be resolved with the appropriate stakeholders identified.	
Faculty Dean / Head of Department / Head of Service	
Faculty / Department / Service	
Date	

7. So what?
Consultation and engagement feedback is extremely important in Equality Analysis. Listening to student and staff voices and acting on their feedback mean that activities become fit for purpose for diverse student and staff communities. Complete the 'You Said, We Did' table <b>before and after formal consultation</b> , and throughout the remaining lifetime of your activity to show the impact of feedback on your activity. The Equality and Diversity Unit will be in touch to gather examples of this feedback to share with equality stakeholders. Please add additional rows to the table as required.

You said	We did

Please forward an electronic copy to the E&D Unit by emailing [EqualityandDiversityUnit@uwe.ac.uk](mailto:EqualityandDiversityUnit@uwe.ac.uk)

The original signed hard copy and/or electronic copy should be kept with your team for actions, review, and progression of Freedom of Information requests.