

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, Diversity and Inclusivity Team: edi@uwe.ac.uk.

Activity Title: Career Toolkit review

Project Manager and Contact: Jo Clarkson, Joanne.Clarkson@uwe.ac.uk

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

The UWE Career Toolkit is a digital careers resource currently accessed by approximately 6,000 students and we are keen to attract more users to the platform. We recognise as a service the imperative to have a consistent willingness to reflect on our systems from an EDI perspective, on a regular basis. We as a service in Careers want to look more closely at Toolkit accessibility and ensure that the resources are attractive to a wide and diverse audience.

We have therefore decided to undertake the Equality Analysis process to formally scrutinise the Toolkit for the first time, with the main objective of using the findings to help make decisions regarding planned alterations over the summer holiday period.

The aforementioned alterations to the Career Toolkit have not yet been decided, but we hope to create more resources for disabled students on the interface, such as useful links on adjustments and possibly a dedicated space for neurodiversity.

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

We assessed Toolkit content and activity from different perspectives of people with protected characteristics. The main content that is being assessed is the Career Toolkit which consists of text sections, videos and programmes all related to aspects of career development.

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?

Action Planning: how will you mitigate negative and maximise positive outcomes?

The Toolkit is widely used by current students, graduates and academic staff. Changes to the Toolkit will obviously impact these cohorts.

Use the table below to explain why you have made that assessment and plan your response.

Please feed information from this action plan to your activity’s own planning documents e.g., action plans, risk registers, benefits maps

	Possible Positive Impact on Groups Include relevant data if possible	Possible Negative Impact on Groups Include relevant data if possible	Actions Required	Responsible Person	Target date	Success indicators	Progress to date
All (possible impacts affecting many groups)	The tiles are organised chronologically, making it easier for users to work their way through the resources according to the different stages of their career journey. Users can begin thinking about how to manage	The transition from university into the workplace is a complex process. Is this reflected in the Toolkit as is?	Steering group discussions about how to reflect this theme in the Toolkit and appropriate revisions.	Career coaching team	Sept 2023	Increased number of users/positive feedback	Discussions with students and staff.

	<p>their career, and then move onto more specific topics such as Job Search and Work Experience, or CVs and Applications. This could enable students to feel they have more agency and ownership in their career journey.</p> <p>Users are encouraged to focus on Career Planning, Making Career Decisions and Building Resilience. These are key components of career management skills.</p> <p>The platform gives users information about self-employment, SMEs and starting your own business. The resources are not limited to a more traditional approach to careers services delivery, but provide support for users interested in this form of employment.</p> <p>Occupational stereotyping continues to be an issue affecting</p>	<p>Students with marginalised identities or experiences may affect their motivation to engage with careers support or a careers service interface.</p> <p>Different students begin their career journeys from very different starting points.</p> <p>Students may also feel reticent or reluctant in terms of being targeted as part of a protected characteristic.</p> <p>CV and Applications: it could be helpful to include information about application</p>	<p>To make the career toolkit more attractive and relevant to these groups.</p> <p>Look at future ideas around bespoke interfaces.</p> <p>Consider language and how students are being communicated with in planning revisions.</p> <p>Further discussion during summer planning.</p>				
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	<p>the career development of women, LGBTQ and trans individuals. In a post-Covid landscape, and an increasingly digitised/automated labour market, students need additional support as they explore their options. Users can explore occupations and industries via Knowing Your Options, which provides objective and impartial information.</p>	<p>tracking systems, now that most organisations and graduate schemes use ATS to process high-volume applications. It could benefit students to learn about tailoring their applications to better access and navigate these systems</p> <p>How can they design their CVs and applications to navigate these systems.</p> <p>Race/gender/class (WonkHE, 2020)</p> <p>Many students don't trust employers to treat them fairly. Need for more reassurance around employers in the Toolkit.</p>	<p>Discussion in summer planning meeting, to add more content accordingly.</p> <p>Consider in planning revisions.</p>				
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		<p>Layout: The search bar being at the bottom of the page is unfamiliar and thus not intuitive.</p> <p>Under the meet the team section: https://uwe.careercentre.me/Resources/CustomPage/18979 It would make far more sense to have videos rather than walls of text, this would also improve accessibility for all students.</p> <p>Under the Access our services: https://uwe.careercentre.me/Resources/CustomPage/22104 It would make more sense to list the</p>	<p>Consider creating videos over the summer.</p> <p>ibid.</p>				
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		<p>services in the order in which you'd want students to use them chronologically and maybe indicate that it would be beneficial for students to follow these steps eg: C.V Review, Drop in's, Career Coaching.</p> <p>Drop in times: https://uwe.careercentre.me/Resources/CustomerPage/23282</p> <p>Drop-in Rota (please see image A in the images document). Could this information be colour coded or simplified as currently it is overwhelming. a</p> <ul style="list-style-type: none"> • Order text alphabetically in all drop down menus • Maybe add a most popular or 	<p>Plan in these revisions for summer project work.</p>				
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		<p>most frequently visited shortcut down the side or on the bottom of the screen to ease the websites navigation.</p> <ul style="list-style-type: none"> • Add a disability section and Cares section to Starting a new role: include Access to work, health adjustment passports and CARES passports in the Careers section. <p>Career Management Drop-down Menu (please see image B in the images document):</p> <p>Shortening some phrases would allow for</p>					
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		<p>an immediate understanding without having to click to see what's on the page...</p> <p>Career Toolkit Dashboard (please see image C in the images document):</p> <p>Appointments logged under my questions rather than appointments. Also the phrasing my questions is unclear using a more active word like "ask questions" or just enquiries might be better.</p> <p>Moreover, this might work best as ask careers advisor widget like the ask a librarian function on the library with a similar</p>	<p>Look at changing name to 'Ask a Question' potentially.</p> <p>Incorporate in planning discussions.</p>				
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		<p>placement in the bottom right-hand corner, standardising things from a student perspective. This wouldn't have to be live but maybe links to the form to fill out. Both suggestions would remove the My Questions tab, creating space for other purposes.</p> <p>Tests and Assessment Centres panel drop-down menu (please see image D in the images document). Tests is too vague: I'd definitely include psychometric in the title.</p>	<p>Look at changing the title to Psychometric Tests and Assessment Centres.</p>				
Age (older people,	For younger students with less careers experience and older students potentially re-entering	Users may need to know the specific terms and phrases to search	Discussion with Toolkit Working Group for summer improvements to the toolkit.	Career coaching team	Sept 2023	Increased take-up of toolkit/positive feedback	Rolling Toolkit survey

<p>younger people)</p>	<p>the labour market, the Toolkit helps to bridge the gap in digital literacy and understanding.</p> <p>The different E-Learning modules introduce these groups to a range of career tools and approaches to career management. For example, there are videos exploring the power of networking, and LinkedIn, for developing and enhancing your career.</p> <p>For users unfamiliar with writing CVs and applications, they can use the CV Builder to generate their own piece of work.</p> <p>Tests and Assessment Centres may also be a foreign concept to younger and older users. They do not have to sift through the different resources and practice tests available on the Internet.</p>	<p>for when they are navigating the E-Learning platform.</p> <p>There is the possibility that users with less digital literacy will struggle to navigate the site as independently as others.</p> <p>Users with less digital literacy and confidence may still prefer to speak to someone in person and go through their CV or application in a more traditional, in person format.</p> <p>The amount of content available on the site could be overwhelming for users less comfortable using digital services or platforms. They may</p>	<p>Look at targeted comms with mature students.</p> <p>Consider stream-lining content more in summer work.</p>			<p>in surveys and focus groups.</p>	
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	The information is more accessible and easily digested for less experienced users.	have trouble understanding and navigating the range of CV Templates available, as they might have only ever used a traditional format.					
Disability , including mental health and non-visible disabilities	<p>The accessibility options on the site cover a wide range of needs and ensure that many different individuals can use the site effectively.</p> <p>Visible and hidden disabilities are covered in the E-Learning modules. Students with a neurodiverse condition or additional need are more likely to experience issues associated with burn out, low resilience and poor mental health. Users can learn about helpful techniques and</p>	Users with additional needs or hidden disabilities may feel that they cannot engage with or relate to some the careers resources, such as Interview Preparation or Starting Your New Role. These users have to consider a multitude of other factors that may impact their ability to succeed in an interview or new role.	Discussion with Toolkit Working Group for summer improvements to the toolkit.	Career coaching team	Sept 2023	Increased take-up of Career Toolkit	Rolling Toolkit survey.

	<p>strategies via Manage Your Career</p> <p>The videos and webinars available via Digital Tools go into more depth about the experiences of non-neurotypical and able-bodied. This group will benefit from exploring employers' perspectives, in videos such as Myths and realities of adult ADHD and What are reasonable adjustments?</p> <p>Users may be concerned about how their additional need factors into their career decisions and development. They can access these videos and webinars which introduce external and impartial perspectives.</p>	<p>Students with speech impairments (stammers, lisps) and hidden disabilities need access to information and practical support whilst going through applications and recruitment. Students may be put off by person specifications such as 'excellent communication skills'; 'fluency'; 'ability to speak in a confident manner'; 'able to speak confidently and clearly when presenting to large groups'</p> <p>Students with a disability or additional need may not have a formal diagnosis. Students also may not</p>	<p>To be discussed and changes to be implemented re the language of skills on Toolkit.</p> <p>Add information on adjustments to the Toolkit.</p>				
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		<p>realise they need an adjustment or accommodation until they are going through the interview process, or starting a new role.</p> <p>Online Essentials – How to succeed at interviews only provides a general overview of how to prepare for interviews, in terms of practicing answers and managing nerves. Similarly, students and graduates with a chronic illness may also be concerned about experiencing discrimination, if they have to request adjustments and accommodations during the application</p>	<p>More information on this for disabled students including links to further specialist resources eg EmployAbility.</p>				
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		<p>and recruitment process.</p> <p>Assessment Centres & Psychometric Tests</p> <p>Student with disabilities may be more apprehensive about attending assessment centres and undertaking psychometric tests. It is important that this reality and experience of assessment centres is explored, in light of the issues around reasonable adjustments, accommodations and disclosure.</p> <p>Have the colours used on the toolkit been verified to be accessible to colour</p>	<p>More information on this for disabled students including links to further specialist resources eg EmployAbility.</p> <p>To be explored in content planning meeting.</p> <p>Maybe include a colour change button to allow for dyslexic readers.</p>				
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		<p>blind individuals? Also, certain colours are far easier to read for sufferers of dyslexic than others, this should be looked into. Also, the placement of barriers at the side is disorientating.</p> <p>For users with ADHD the Toolkit overall is quite text-heavy and it can be quite difficult to sustain attention.</p>	<p>Look at incorporating more videos.</p>				
Women and men	<p>The platform is free of any gendered language or norms regarding gendered stereotypes in the workplace.</p> <p>Current issues, such as the gender pay gap are addressed on the site via the E-Learning pathways:</p>	<p>No obvious impact identified.</p> <p>Additional questions:</p> <p>To what extent can a careers service prepare their students for an unpredictable labour market in which</p>	<p>To be discussed in planning meetings.</p>	<p>Career Coaching team</p>	<p>September 2023</p>	<p>Increased take-up/positive feedback.</p>	<p>Rolling Toolkit survey.</p>

	<ul style="list-style-type: none"> - How women can help close the gender pay gap - What is the gender pay gap - The what, when, why of women’s networks 	everyday sexism and misogyny still exists?					
Trans and non-binary people, including gender reassignment	This group are likely to be concerned about applying for jobs and graduate schemes and attending interviews or assessment centres. Users can access videos such as Applying for a job as a transgender individual and Equality & Diversity: Gender Reassignment which explore and address these concerns.	Trans and non-binary people are likely to be concerned about issues of disclosure. Students with trans identities may be going through or are at the beginning of their transition. This means they are unlikely to have changed or updated their identification documents. The labour market may be their first encounter	Consider revisions including more signposting resources and an FAQ section.	Career Coaching Team	September 2023	Increased take-up of Career Toolkit	Rolling Toolkit survey

		with issues surrounding single-sex/gender neutral bathrooms, changing rooms, disclosure, HR paperwork or personal documents.	More bespoke information and signposting to helpful websites.				
Marriage and/or civil partnership		This group may be concerned by potential discrimination, depending on their gender and nature of relationship. No other impact identified.	Further discussion in planning meetings.	Career Coaching team	September 2023	Increased take-up of the Career Toolkit	Rolling Toolkit survey

<p>Pregnancy and/or maternity, including Adoption</p>	<p>Users have access to resources exploring parental and carers' rights in the workplace. For example, users can access the E-Learning videos (Marriage/Maternity) Although many users may not be thinking about this stage of their career, it is helpful to learn about how policy and culture have shifted and changed.</p>	<p>Maternity leave is the point at which women tend to leave the workforce, careers stall and inequality kicks in. How do users learn about the current policy approach to maternity, which sectors offer the most cover, changes in legislation etc.</p>	<p>Discuss content around themes such as: what can I do with my degree if I want to work flexibly, part-time or job-share? How do I have this conversation with a potential or future employer?</p>	<p>Career Coaching team</p>			
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<p>Race, including ethnicity and citizenship</p>	<p>The importance of having access to spaces dedicated to addressing the specific needs of BAME students</p> <p>The provision of specific BAME programme, initiatives and schemes acknowledges the gap in attainment and is trying to mitigate this gap e.g. The Equity Programme. This programme provides a range of activities for BAME students to be involved with, and gives them opportunities to access and network with role models and alumnus.</p>	<p>There isn't obvious information in relation to microaggressions relating to appearance, names, hairstyle when entering the workplace.</p>	<p>Discuss how a careers service platform can move beyond the standard offering of mentoring programmes and educational training, to actually implement an anti-racist approach.</p> <p>Further discussions with UWE Equity.</p> <p>Inclusion of more information on positive action schemes.</p>	<p>Career coaching team</p>	<p>Sept 2023</p>	<p>Increased take-up of the Careers Toolkit.</p>	<p>Rolling Toolkit survey.</p>
<p>Religion and/or belief, including those without</p>	<p>No specific impact identified for this group.</p>	<p>This group may be unable to attend careers workshops, recruitment events or assessment centres during or around</p>	<p>Further discussion needed in planning meeting.</p>	<p>Career coaching team.</p>	<p>Sept 2023</p>	<p>Increased take-up of Career Toolkit.</p>	<p>Rolling Toolkit survey.</p>

religion and/or belief		religious holidays or periods.					
Sexual orientation	This group are more likely to experience, and have experienced, exclusion, isolation, stigmatization, low mood, self-confidence and esteem (Nauta, 2001). The site provides a detailed and concise overview of the career development journey, as described in All Groups.		<p>To discuss in further planning meeting:</p> <p>Research indicates that LGBTQ students benefit from access to and awareness of role models (Kele et al, 2022). These students also need to have sight of employers and organisations who are actively seeking out LGBTQIA employees. There are organisations who promote and work with inclusive and progressive employers:</p> <ul style="list-style-type: none"> - Proud Employers <p>Get Out Stay Out</p>	Career coaching team.	Sept 2023	Increased take-up of Career Toolkit.	Rolling Toolkit survey.

<p>Other specific group (e.g., International or Access)</p>	<p>International students can access a variety of workshops and webinars tailored to their graduate experience in the UK:</p> <ul style="list-style-type: none"> - How to get experience in the UK - Getting a graduate job in the UK - Online workbook: International students <p>These students are encouraged to use and make the most of the site at their pace, developing their learning and understanding organically.</p> <p>Job-related information is collated in one place, which allows the user to explore their options and progress efficiently.</p> <p>Graduate schemes and assessment centres may not be familiar to an international student. <u>Know Your Options</u></p>	<p>Information absent re about finding work in their home countries, and may need practical support in beginning this process.</p> <p>International students may need more support in overcoming barriers in communication, language and everyday workplace practices. Despite their grasp of English in an academic setting, they could struggle with establishing a rapport and engaging recruiters/potential employers.</p> <p><u>Care Leavers</u></p>	<p>More specialist signposting information to be considered for the Toolkit.</p>	<p>Career coaching team.</p>	<p>Sept 2023</p>	<p>Increased take-up of Career Toolkit.</p>	<p>Rolling Toolkit survey.</p>
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	<p>provides this group with a huge amount of information and data regarding the popularity of graduate schemes and the main job search websites.</p>	<p>Language has policy implications. "Care experienced" refers to someone who has spent time in care at any age. "Care leaver" refers to someone who leaves care when they go to university.</p>					
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Project manager next steps

Does this Equality Analysis require consultation of 3 or 6 weeks ([chart to help you decide](#)):

The consultation period required is 3 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?

We will use the following measures:

- Toolkit data to measure uptake of toolkit use
- We will do a student feedback exercise during academic year 23/24

When will you review this Equality Analysis? Enter date or project stage suitable to the proposal:

We will review the Equality Analysis and start making revisions to the Career Toolkit in June 2023

Equality, Diversity, and Inclusivity Team Review

The EDI Team has reviewed this Equality Analysis and is satisfied that it is ready for formal consultation

EDI representative: Laura O'Brien

Date: 13th April 2023

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: Colette Percival

Faculty/ Department/ Service: Careers and Enterprise

Date: 20/04/2023

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 **before and after formal consultation**, 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 EDI Team by emailing edi@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.