

# Equality analysis form

If the activity you are planning to analyse is covered by an existing Equality Analysis or a relevant former Equality Impact Assessment, please use Section 2 of the form to highlight any updated information. The updated form should be sent through to the Equality and Diversity Unit for feedback, the start of the online consultation process and publication.

## Section 1

### Equality Analysis Screening

The following questions will identify whether a full Equality Analysis will be required. Please read the Equality Analysis guidance prior to completing the screening.

1. Name of the activity (strategy, policy, practice etc)

Curriculum Management Project  
Purchase of a Curriculum Management Tool (CMT) to replace the existing Curriculum and Approval Review system (CAR) which is on SharePoint.

2. Will this activity have the potential to deliver positive outcomes for students, staff and/or visitors from equality groups? Please provide evidence for your answer.

The new CMT for UWE Bristol will enable all staff to more easily access the curriculum information that they need. The new tool is intuitive to use and has effective search functionality to enable all users to access information more quickly and easily. For certain equality groups this will enhance access to support information.

3. Will this activity have the potential to create negative impacts on students, staff and/or visitors from equality groups? Please provide evidence for your answer.

There may be people from some equality groups who use the current system regularly and are used to finding their way around our existing system, and for whom making a significant change in architecture may have a negative effect e.g. those with accessibility requirements. However, the new CMT is designed to make navigation and findability easier and this will help in the transition. The site is fully accessible, and the new capabilities that a new CMT can deliver will help ensure that access is simple, clear and easy to use.

4. Does the activity have the potential to impact equality groups in the following ways:
  - Access to or participation in UWE Faculties or Professional Services?
  - Levels of representation across the UWE workforce?
  - Student experience, attainment or withdrawal?
  - Staff experience?

Please indicate YES or NO. If the answer is YES then a full analysis must be carried out. If the answer is NO, please provide a justification.

- Access to or participation in UWE Faculties or Professional Services?

**Positive Impact:** The implementation of the new CMT will allow staff to more self-sufficient in developing and accessing curriculum information as it is intuitive with easy to use search functionality, thus improveing engagement.

- Levels of representation across the UWE workforce?

**No impact:** The new CMT will not negatively affect levels of representation across the UWE workforce.

- Student experience, attainment or withdrawal?

**No impact:** The new CMT will not negatively affect Student experience as it is a staff-facing system only.

- Staff experience.

**Positive Impact:** The system is easy to use to use and enables Faculty staff to record curriculum information easily, reducing the administrative burden and enabling them to do their job more easily

**Positive Impact:** Staff struggle to find the information that they need on the existing system. The new CMT has easy to use search functionality which will enable to staff to find the information that they need more easily.

**Positive Impact:** The system will be the single source of truth for curriculum information, giving an increased level of trust in the accuracy of content

**Equality analysis screening sign off:**

Faculty Dean or Head of Service	
Faculty / service	
Date	

**Please return the completed form back to the Equality & Diversity Unit for feedback and publication**

## Section 2

### Full Equality Analysis

1. Name of the activity (strategy, policy or practice etc.)

Curriculum Management Project  
Purchase of a Curriculum Management Tool (CMT) to replace the existing Curriculum and Approval Review system (CAR)

2. What is the aim of the activity (objective or purpose)?

**Project Vision:** To seamlessly support the development and review of our curriculum offer and provide a single definitive source of UWE's curriculum information.

The aims of the project are to implement a [Curriculum Management Tool](#) (CMT) and associated administrative processes to:

- Support existing and new processes associated with curriculum approval and change  
For example, to modify or develop a new module or programme
- Collect, manage and be the master data source for UWE's curriculum data  
In other words, to be the place where the definitive information about modules and programmes is stored
- Provide curriculum master data to UWE's other systems  
In other words, as new systems are introduced (eg. the Student Information and Relationship Management system) they will draw information about modules and programmes from CMT, and when the information in CMT is changed, the other systems will be automatically updated.
- Replace the current Curriculum Approval and Review system which is on SharePoint  
The current system has a number of significant weaknesses

3. If amending a current activity, what changes are proposed?

The new CMT will replace the Curriculum Approval and Review (CAR) system on SharePoint. Current modules and programmes will be migrated to CMT, and historic modules and programmes will be archived.

4. Who is responsible for developing and delivering the activity?

**Project Board** – Raymond McDowell, Esther Williams, Heather Moyes, Ian Dibble; Lucy Scott, Phil Coleman, Jennifer Dye, Lisa Harrison, Gerry Rice, Judith Ritchie, Elizabeth Cleaver

**Project Manager** – Sarah Townsend

**Project Team** – Andrea Richards, Derek Hendy, Alison Rudd, Julian Spicer, Eleanor Blacker-Morgan, Ruth Ackroyd, Petter Lovehagen, Nick Glead, Laura Bennett, Caroline Ponting, Matt Owen

5. What measures will be used to assess whether the activity is successful?

- Delivery of a new Curriculum Management Tool
- Positive feedback from users of the system
- Improved quality of programme and module information, including the relationships between programmes and modules

6. Does the activity have a potentially adverse impact on equality groups, in terms of employment issues and/or service delivery for students and/or staff? In the table below, please give evidence to support your yes or no answers. If the answer is not known, indicate how you will source evidence.

**Meeting the public sector equality duty**

Please also use the table below to demonstrate whether the activity has the potential to eliminate unlawful discrimination, advance equality of opportunity and foster good relations. Please use the 'no' column to highlight your responses.

	<b>Yes</b>	<b>No</b>	<b>Not known</b>
<b>All</b>	<p>Improvements to the ease of use and findability of content enable staff to do their jobs more easily.</p> <p>CMT will be available off-site using WiFi and 4G connections from a variety of device types. This will benefit staff (including those in specific groups listed below) who need to work at home or elsewhere on occasions which which may not be predictable, for example, trans people, disabled people, people of different religions and beliefs, pregnant people and new parents.</p>		
<b>Women &amp; men</b>		There is no evidence to suggest these groups would be negatively impacted by this change	
<b>Black &amp; minority ethnic groups</b>	Guidance is being written for staff that explains what information is required by CMT when creating or modifying modules and programmes, and where necessary translating terminology used by the system into terms officially adopted by UWE. This should improve usability of the system, particularly for those staff whose first language is not English (including White non-UK staff).		
<b>Trans people</b>		There is no evidence to suggest this group would be negatively impacted by this change. Staff names are held in the Curriculum management tool but will be taken from the HR system, so any changes in name will be reflected in CMT	
<b>Disabled people</b>	<p>Staff will need to learn the new system which may present new challenges. Support will be available to all people transitioning to the new system.</p> <p>The new system complies with the the Equality Act 2010. It meets level AA of the W3C WAI Web Accessibility Guidelines (WCAG 2.0).</p> <p>UWE ITS tested the tool with the Web Accessibility Versatile Evaluator (WAVE) tool, and found some issues which Worktribe have remedied.</p> <p>The UWE Library (Martyn Hoskins) tested the system with assistive technology commonly used by staff and students, and in the light of advice from the Library we have made changes to the formatting of Word document outputs from the system, and have made suggestions to Worktribe for changes to on-screen formatting that would be helpful to staff using screen-readers.</p> <p>Users can also customise the presentation for accessibility within the usual constraints of the web browser and their operating system (for example to increase the font size or change the contrast ratio).</p>		
<b>Younger or older people</b>	It has been suggested that some older people may be less familiar with IT and will find this change more challenging. This could lead to increased levels of stress unless, as for all groups, support is readily available in transitioning to this system. 34% of UWE staff are aged 50 or over.		
<b>People of different religion &amp; beliefs</b>		There is no evidence to suggest these groups would be negatively impacted by this change	
<b>Lesbian, gay, bisexual people</b>			

Marriage & civil partnership		There is no evidence to suggest these groups would be negatively impacted by this change	
Pregnancy & maternity			

7. Please give evidence of how you have engaged equality groups in the equality analysis process. Is further engagement required?

Significant engagement activity has been undertaken across the University throughout the project to date, including the online Equality Consultation facilitated by the Equality and Diversity team. Further engagement took place during the pilot stage.  
 We have not received any feedback that the new system would negatively impact any particular group's experience.

8. What action can be taken to mitigate any potential negative impacts or address different needs? Please comment and then complete an action plan (see appendix 1).

- The CMT meets web accessibility standards WCAG 2.0 to level AA.
- The system has been tested (by the Supplier, UWE ITS and Library) with assistive technologies including screen readers, screen magnifiers and speech recognition software to ensure they are supported.
- Thorough user-testing and a Pilot have ensured that the new system meets the needs of our users and to ensure ease of use and improved findability of curriculum information.

9. Please indicate the level of equality relevance:

- High   
 Medium   
 Low

10. **Equality analysis sign off:**

Faculty Dean or Head of Service	Sarah Townsend, Senior Project Manager
Faculty / service	Strategic Programmes Office
Date	31 <sup>st</sup> May 2019

**Please return this form to the Equality and Diversity Unit for feedback, the start of the consultation process and publication.**

# Equality analysis - action plan

Appendix 1

Name of activity:

Plan completed by:

Service / faculty:

<b>Issues</b>	<b>Actions required</b>	<b>Responsible Person</b>	<b>Resources required</b>	<b>Target date</b>	<b>Success Indicators</b>	<b>What progress has been made?</b>
<b>Information/data required</b>						
<b>Consultation</b>						
<b>Monitoring and review arrangements</b>						
<b>Publication</b>						
<b>Other actions</b>						

Please return form to the Equality and Diversity Unit