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.)

> - Learning 2020 – Attendance Recording
>   UWE Bristol is committed to supporting students and recognises that engagement and attendance within teaching and learning is a key element in successful student retention, progression, achievement and employability.
>
>   Students are active participants in their learning experience and are expected to take responsibility for engaging fully with the requirements of their chosen programme.
>
>   The University will be implementing an Attendance Recording solution using Bluetooth technology to allow students to record their attendance at timetabled sessions including lectures, seminars, workshops and practical sessions, which will complement existing data on the use of Blackboard (including event capture) and coursework submissions.
>
> - Learning 2020 – Learner Analytics
>   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.
>
> - Engagement and Attendance Policy
>   The policy will be in place to support both the Attendance Recording and Learner Analytics. The document will be used to outline the requirements for both students and staff.

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 project has been set up to:

- Improve our student retention through active monitoring of our students.
- Target the students who are identified as needing additional support in a proactive way. E.G. through non-attendance at lectures or failure to submit coursework.
- Continue to monitor our UK Visas and Immigration (UVKI) students as set out by Government Legislation

Please find further information in the [Equality Analysis Learning 2020 Overarching EA 2016](#)

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.

Yes
- Additional work will be required from the student. E.G., they will be required to register their attendance at a lecture.
- Additional work may be required from an academic E.G. A student may not have the right technology to register or is not sure what to do. The academic will need to demonstrate to the student or will be required to log into the application and register the student on their behalf.

4. Does the activity have the potential to impact equality groups in the following ways:
- Access to or participation in UWE, Bristol 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, Bristol Faculties or Professional Services?

  Positive Impact: The implementation of attendance recording across the University will allow Student and Academic Services colleagues to identify students who may be struggling with their programme and be more proactive with offering support and guidance in a timely manner.

  Potential Negative Impact: Students must remember to register their attendance at each timetabled session they attend.

- Levels of representation across the UWE workforce?

  The proposed changes will not negatively affect levels of representation across the UWE workforce.

- Student experience, attainment or withdrawal?

  Positive Impact: The student experience will be improved by being proactive in identifying students who may have concerns regarding their programme at an earlier stage; therefore, Professional Services can be more proactive in the support they offer. This will hopefully improve retention and decrease our withdrawal rate.

- Staff experience?
Potential Negative Impact: A student may not have the right technology to register or is not sure what to do. The academic will need to demonstrate to the student or will be required to log into the application and register the student on their behalf.

Equality analysis screening sign off:

Faculty Dean or Head of Service	Jo Midgley
Faculty / service	VCO
Date	13/9/17

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.)

- Learning 2020 – Attendance Recording
  UWE Bristol is committed to supporting students and recognises that engagement and attendance within teaching and learning is a key element in successful student retention, progression, achievement and employability.

  Students are active participants in their learning experience and are expected to take responsibility for engaging fully with the requirements of their chosen programme.

  The University will be implementing an Attendance Recording solution using Bluetooth technology to allow students to record their attendance at timetabled sessions including lectures, seminars, workshops and practical sessions, which will complement existing data on the use of Blackboard (including event capture) and coursework submissions.

- Learning 2020 – Learner Analytics
  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.

- Engagement and Attendance Policy
  The policy will be in place to support both the Attendance Recording and Learner Analytics. The document will be used to outline the requirements for both students and staff.

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

The project has been set up to:
- Improve our student retention through active monitoring of our students.
- Target the students who are identified as needing additional support in a proactive way.
- Increase student retention therefore improving our revenue.
- Continue to monitor our UK Visas and Immigration (UKVI) students.
- A more inclusive rollout that covers all spaces appropriately and consistently.
- Creation and implementation of an Engagement and Attendance Policy.
- Integration of a system with the new Student Information System (SIS) to ensure high quality data.

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

N/A

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

Project Sponsor: Jo Midgley, Pro Vice-Chancellor (Student Experience)
Learning Analytics Project Team : See Appendix A

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

- Review of outcomes from Attendance Recording Pilot.
- Increase student retention of UG at the end of the 1st Year.
- Monitor the non-continuation rates.
- Look at the trends in attendance by students in underrepresented groups e.g.
  - Black and minority ethnic groups
  - Disabled students
  - Mature students
  - Lower Participation Neighbourhood Students
  - Care Leavers

- Feedback from both students and staff.
- Review of collated analytical data.

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.

	Yes / No /Not known
All Groups	Concerns relating to stress. Students may feel stress: - in feeling monitored by the University, - in the need to keep a device on them, and charged, so that they can use the app - in the need to remember to log in when attending lectures - in concerns that pre-existing arrangements may or may not be taken into account by the system, e.g. students need to know that agreed time studying from home via event capture or blackboard will not result in a negative mark against them with respect to attendance - students may also worry about whether the system can be updated retrospectively, if they attended but were not able to log in on a given day. Adequate support and communicated support will be put in place.
Women and men	
Trans people	
Black and minority ethnic groups	There is concern re the outcome of Brexit due to the lack of clarity on the potential need to monitor EU student attendance in a similar way to Tier 4 student attendance. We are waiting on more information from the Government, however this cannot be ruled out as an option in the future. There may be changes in processes for Tier 4 students. E.G. making it easier for them, as currently they have to record their attendance at an Information Point 3 times a year. This would reduce the impact on the Information Point if this process were to change.

	This could have a positive effect on our BME students' attainment, which is currently lower, as they will be supported at an earlier stage.
Disabled people	**Students:** Students may have difficulty with down loading the app to their laptop / phone/ tablet should we go ahead with the Bluetooth readers. Some disabled students may have difficulty using the app. The above will be investigated further as part of the pilot. Support will be available for students relating to any concerns with the Attendance Reporting process from academic colleagues and professional services. **Staff:** Staff who may have health concerns including anxiety and mental health issues may be impacted by the changes taking place. Additional help will be made available to staff where required to support them through the changes. Ensuring Reasonable Adjustments are in place for staff who require additional support. This will take place through meeting with the individual and their line manager to discuss requirements and time scales of implementation.
Younger or older people	Students who may not use the latest technology or use equipment that is not supported by the supplier. A discussion with the supplier will need to identify alternative ways to record a student's attendance. Students who may not have the technical ability to use the systems will require support. A training guide will need to be produced to support both students and staff.
People of different religion and beliefs	
Lesbian, gay, bisexual people	
Marriage and civil partnership	
Pregnancy and maternity	There will be no absence reporting required at this stage. Any concerns would be supported through the relevant Professional Service e.g. Support & Wellbeing Services.

The following information provides a breakdown of the UWE, Bristol community by protected characteristics.

Characteristic:		Staff Population added 2016		Student Population Added 2016 (All new UG Students at all levels)	
		No. of Staff in 2016	Proportion of Total Staff Population in 2016	No new student enrolments in 2016/17	% new student enrolments in 2016/17
Gender	Female	2154	58%	3126	55%
	Male	1554	42%	2532	45%
Trans People	Yes	17	0.5%	No data held	
	No	2789	75%		
	Prefer not to say	61	1.6%		
	No data held	841	23%		
Ethnicity	White	3228	87%	4743	84%
	BME	334	9%	862	15%
	Unknown	146	3.9%	44	1%
Disability	Disabled	*228*	*6.2%*	733	14 %
	Not Disabled/Unknown	*3430*	*94%*	4916	87%
Age	Under 25	162	4.4%	Not categorized in this way	
	25-34	643	17%		
	35-44	994	27%		
	45-54	1021	28%		
	55-64	787	21%		
	65+	101	2.7%		
	Under 21 on entry	n/a		4262	75%
	Over 21 on entry			1387	25%
Religion or Belief	Buddhist	38	1%	No data held	
	Christian	1006	27%		
	Hindu	25	0.7%		
	Jewish	9	0.2%		
	Muslim	52	1.4%		
	Sikh	3	0.1%		
	Another religion/belief	98	2.6%		
	No religion/belief	1349	36%		
	Not declared/prefer not to say	311	8.4%		
	No data held	817	22%		
Sexual Orientation	Bisexual	40	1.1%	No data held	
	Gay man	54	1.5%		
	Gay woman/Lesbian	48	1.3%		
	Heterosexual/Straight	2504	68%		
	Other	14	0.4%		

		Staff Population added 2016		Student Population Added 2016 (All new UG Students at all levels)	
Characteristic:		No. of Staff in 2016	Proportion of Total Staff Population in 2016	No new student enrolments in 2016/17	% new student enrolments in 2016/17
	Not declared/prefer not to say	235	6.3%		
	No data held	813	22%		

Staff population data is from the December 2016 staff compendium, student population data is from Student Demographic enrolments dashboard in Business Intelligence

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

Equality groups/ networks and trade unions will be consulted on this equality analysis once it is published on the UWE Intranet. Comments provided to the project manager or via the E&D Unit will be taken into consideration, and included in the final equality analysis with details of actions to be undertaken as required.

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).

Once the individuals who are taking part in the pilot have been identified, look at reviewing the policy and processes to ensure that most students are able to access the system without individualised support.

There may be individual support required in some cases.

9. Please indicate the level of equality relevance:
High ☐
Medium ☐
Low ☐

10. **Equality analysis sign off:**

Faculty Dean or Head of Service	Jo Midgley
Faculty / service	VCO
Date	13/9/17

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

Equality analysis - action plan

Name of activity:

Plan completed by: Service / faculty:

Issues	Actions required	Responsible Person	Resources required	Target date	Success Indicators	What progress has been made?
Information/data required	Any reasonable adjustments to be requested for staff			Ongoing	Outcome of discussions with potential suppliers.	
	Students who are disabled may require additional support / equipment.	Caroline Ponting to discuss further with any potential suppliers	Caroline Ponting / Potential Suppliers / ITS			
	Students who may not use the latest technology or use equipment that is not support by the supplier. What is available to support these students?	Caroline Ponting to discuss further with any potential suppliers	Caroline Ponting / Potential Suppliers / ITS	Ongoing	Outcome of discussions with potential suppliers.	
	Students who may not have the technical ability to	Caroline Ponting to discuss further	Caroline Ponting to discuss	Ongoing	Outcome of discussions	

	use the system will require support. A training guide will need to be produced to support both students and staff.	with any potential suppliers	further with any potential suppliers		with potential suppliers.	
Consultation	Equality Analysis to be published on the UWE Intranet to invite feedback.	Caroline Ponting to send the Equality Analysis to the E&D Unit for publishing.	Caroline Ponting; E&D team; web-team to help with publishing.	Consultation to be complete by 12th September 2017	Either no comments or comments received and incorporated into the Equality Analysis.	
Monitoring and review arrangements	The Equality Analysis and action plan to be periodically reviewed to ensure it is up-to-date and amended as required.	Caroline Ponting	The Equality Analysis document.	Ongoing		
	Awaiting the outcome of any Brexit rulings made by the Government.	Caroline Ponting	The Equality Analysis Document and changes to legislation.	Ongoing.	Unknown.	

	Review of Tier 4 processes	Immigration Team / Caroline Ponting	Immigration Team / Caroline Ponting	Ongoing.	Improved Tier 4 process for students.	
Publication	To be published for 6 weeks to invite comment from equality groups/ networks at UWE.	Caroline Ponting E&D Unit Web team	UWE Intranet	Consultation to be complete by 12th September 2017	Either no comments or comments received and incorporated into the Equality Analysis.	
Other actions						

Please return form to the Equality and Diversity Unit

Appendix A

Learning Analytics Project Team

- Jo Midgley - Pro Vice-Chancellor (Student Experience)
- Mark Davis - Deputy Director ITS: Enterprise Architecture and IT Strategy
- Milan Stanojevic – Senior Enterprise Architect, ITS
- Chris Evans – Business Intelligence
- Lee Norris - Director: Strategic Programmes Office
- Sarah Hudson – Strategic Business Partner
- Caroline Ponting – Student Journey Programme
- Angela Hudson – AHoD Nursing and Midwifery
- Steve Evans – AhoD Allied Health Professions
- Manual Frutos-Perez - Director or Learning Enhancement
- Simon Cox – Immigration Team Manager