

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.

Activity Title	Digital Experience Project (DXP)
Project Manager and Contact	Helene Pirsch, Senior Project Manager, Helene.Pirsch@uwe.ac.uk

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

DXP is looking to deliver a **new digital platform** to current students that provides a single point of access to key services that will enhance their experience at UWE. It will replace the current myUWE application.

The new platform will be built following User Centred Design and architecture principles that will deliver a platform that

- Is accessible to all
- Uses responsive design to ensure access from all types of devices
- Is web based, i.e. accessed from a web browser and therefore does not require the latest tech to work
- Is based on student needs, collaborating with students while building the platform and seeking feedback once live
- Is systems agnostic, i.e. points the students to a function or information that answers their need
- Presents information in a way that is not set by the systems it is coming from/mastered in, thus not requiring some 'know how'

The new platform will also be used by some staff, though not all. Some (limited number of) staff will need access to ensure the services and information displayed to students are kept accurate and valid at all times. Staff may also need to interact with the new platform to post announcements to students. This functionality is currently held in myUWE and may or not stay there in the first iteration of the product.

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

The project started in January 2021 and a Discovery phase exploring the challenges of the current digital landscape for current students took place until summer 2021. Direct feedback from students through surveys like the National Student Survey, module feedback survey and web survey were analysed and followed by more in-depth research through surveys aimed at students and staff, workshops for staff and one to one sessions with students to elaborate on the issues.



With the help of a UX partner, the next phase (Alpha) allowed to refine the challenges of the current digital landscape students navigate and ascertain the specific services they would expect from a new platform/interface. Concepts were created and iterated upon with students to provide the project with a prioritised list of components and contents students valued.

Working with colleagues from those identified valued areas, i.e. from Timetable, Communications, Facilities, Customer First, InfoHub, myUWE, Student Union, Digital Education, Disability, Academic Support, Student Administration Team, InfoPoint, Careers, Global Centre, Immigration Advice, Library and ITS support, further student needs were translated into requirements. Data from systems such as InfoHub and myUWE was also analysed to provide evidence as to what students seek help for most often.

Working with our colleagues also helped us ascertain all the transactional services students need access to, from registering and choosing their options to applying for car park or requesting a student letter.

Altogether, this helped the project to define a scope referred to as Minimum Viable Product, i.e. the minimum we believe the platform should offer to students, so it delivers them enough value to go live with. This MVP is due to be delivered between September 2022 and January 2023. The project is currently due to complete by January 2023.

Once live, student feedback will continue to be sought and working with staff in the university, a roadmap for the product will be created, providing a clear pathway to iterative releases for added functionality that further meets the needs of students.

This Equality Analysis has been written consulting the DXP project team, the DXP project board as well as Vicky Swinerd and Anjelica Johnson from the EDI team.

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.

	Possible Negative or Positive Impact on Groups Include relevant data if possible.	Action Planning: how will you mitigate negative and maximise positive outcomes? Please feed information from this action plan to your activity's own planning documents e.g. action plans, risk registers, benefits maps				
		Actions Required	Responsible Person	Target date	Success indicators	Progress to date
All (possible impacts affecting many groups)	Positive impact:	Manage expectations with appropriate information				

	<p>One single entry point to UWE tools, systems and services will make it easier for everyone to find what they need and reduce the need to authenticate into multiple platforms</p>	<p>if/when some systems accessed from the new platform still require authentication and test with students.</p> <p>The project Communication Plan will be key in ensuring staff and students are aware of the change coming and therefore confident to adopt the change. It will provide valuable information containing what to expect of the new platform, how to use it, where to seek help and how to feedback on it to inform its development. It is currently under development.</p>				
	<p>Positive impact: The new interface is built on a responsive web application meaning it will be universally accessible, whatever the device students use to access it.</p>					
	<p>Positive impact: Though not yet defined, the management and development of the new interface will continue to follow an agile methodology, leading to collaborative and transparent ways of working. Stakeholders</p>					

	will have an objective and clear understanding of the work planned and to be delivered through a prioritised roadmap					
	Positive impact: A clear, uncluttered interface should allow students to access services in an easier way, thus enhancing their experience					
	Positive impact: Surfacing services, tasks and information from the point of view of need rather than quoting system names as well as having analysed the digital journeys students typically take should result in a much better experience, finding an answer to needs quicker. This could also diminish the stigma of accessing a particular service. It will also consolidate the way some queries will be triaged which should result in a more efficient process for staff and students.	<p>The User Centred Design approach the project is adopting means prototypes are tested with students, sometimes in an iterative way. This will ensure that the interface's contents, design and navigation meet the needs of its end-users.</p> <p>The project recruits as diverse and inclusive a panel of students as possible from the full university student population to ensure students from different groups contribute to the feedback. The project is being particularly attentive to the needs of</p> <ul style="list-style-type: none"> • students with caring responsibilities • of different ages • those who work 		User testing and feedback part of design and build cycle, i.e. on-going.		

		<ul style="list-style-type: none"> disabled students students with a varying command of English students in different faculties, years of study and programmes <p>as usability testing sessions, surveys and interviews have evidenced their feedback being proactively sought will contribute to a more inclusive product/experience.</p>				
	<p>Positive impact: Adopting</p> <ul style="list-style-type: none"> user language and not referring to systems, teams or jargon but needs visuals widely used in the real world <p>should result in an easier navigation and better experience</p>	<p>The User Centred Design approach the project is adopting means prototypes are tested with students. This will ensure that the interface's contents, design and navigation meet the needs of its end-users.</p> <p>The project recruits as diverse and inclusive a panel of students as possible from the full university student population to ensure students from different groups contribute to the feedback.</p>		User testing and feedback part of design and build cycle, i.e. on-going.		

	<p>Positive impact: Increased consistency of experience should reduce the challenge of having to adapt to the various systems students currently engage with and the need to understand which each of them is to be used for</p>					
	<p>Positive impact: Quicker and easier journeys to access most wanted support needs should lower the anxiety when looking for a solution to a problem or need</p>					
	<p>Positive impact: The platform is delivered through the web and does not require downloads, memory or investing in latest device to be used and enjoyed</p>					
	<p>Negative impact: In its first iteration, the platform will not be offering personalised content, meaning some content will not be relevant to some users (for example English courses to English native speakers). Contents based on the student record and then on student interest or use of the platform will be introduced gradually, as it is enhanced</p>	<p>Ensure communication plan makes it clear improvements will be brought in gradually and according to feedback.</p> <p>The project Communication Plan will be key in ensuring staff and students are aware of the change coming and therefore confident to adopt the change. It will provide valuable information containing what to expect of the new platform, how to</p>	Project Manager and Product Owner	TBC once go live is known		

		use it, where to seek help and how to feedback on it to inform its development. It is currently under development.				
Age (older people, younger people)	Negative impact: Though all manner of people may find a change to access UWE services a challenge at first, older people and people who find comfort in working within a known environment may take longer to adapt	<p>Ensure communications around adoption to make the transition easy (i.e. information before, during and after the change)</p> <p>Ensure the new platform delivers enough value that the inconvenience of change is deemed acceptable. The value the new interface will bring to students will be ascertained through usability testing sessions, where students can directly feedback on its benefit(s).</p> <p>The project Communication Plan will be key in ensuring staff and students are aware of the change coming and therefore confident to adopt the change. It will provide valuable information containing what to expect of the new platform, how to use it, where to seek help and how to feedback on it to inform its development.</p>	Project Manager and Product Owner	TBC once go live is known		

		It is currently under development.				
Disability , including mental health and non-visible disabilities	Negative impact: Though all manner of people may find a change to access UWE services a challenge at first, people who find comfort in working within a known environment, such as neurodiverse staff and students, may take longer to adapt	<p>Ensure communications around adoption make the transition easy (i.e. information before, during and after the change)</p> <p>Ensure the new platform delivers enough value that the inconvenience of change is deemed acceptable. The value the new interface will bring to students will be ascertained through usability testing sessions, where students can directly feedback on its benefit(s).</p> <p>The project Communication Plan will be key in ensuring staff and students are aware of the change coming and therefore confident to adopt the change. It will provide valuable information containing what to expect of the new platform, how to use it, where to seek help and how to feedback on it to inform its development. It is currently under development.</p>	Project Manager and Product Owner	TBC once go live is known		

	<p>Positive impact: The new interface will enable Assistive technology</p>	<p>The platform must be tested to ensure it is compatible with widely used current technologies – Liaise with Martyn Hoskins to perform testing.</p>	<p>Project Manager and Product Owner, working with Martyn Hoskins</p>	<p>Part of go/no go checklist</p>		
	<p>Positive impact: The new interface will be the new entry point for current students to access UWE services and replace myUWE in that capacity. The look and feel of the new interface will be modern and accessible, thus providing a better experience, especially for students with sight impairments. The use of UWE branding and colours will go some way in retaining a familiar look and feel.</p>					
<p>Women and men</p>	<p>Positive impact: Use of gender-neutral language throughout the platform which is inclusive of students who are trans/non-binary</p>	<p>Ensure journeys to other systems/tools/information are also using gender neutral language. This will be achieved through collaboration with the staff owning the other systems/tools/information and their involvement in designing consistent student journeys. It will also be tested by students</p>	<p>Project Manager and Product Owner</p>	<p>User testing and feedback part of design and build cycle, i.e. on-going.</p>		

<p>Trans and non-binary people, including gender reassignment</p>	<p>Positive impact: Use of gender-neutral language throughout the platform which is inclusive of students who are trans/non-binary</p>	<p>Ensure journeys to other systems/tools/information are also using gender neutral language. This will be achieved through collaboration with the staff owning the other systems/tools/information and their involvement in designing consistent student journeys. It will also be tested by students</p>	<p>Project Manager and Product Owner</p>	<p>User testing and feedback part of design and build cycle, i.e. on-going.</p>		
<p>Marriage and/or civil partnership</p>						
<p>Pregnancy and/or maternity, including Adoption</p>						
<p>Race, including ethnicity and citizenship</p>						
<p>Religion and/or belief, including those without religion and/or belief</p>						
<p>Sexual orientation</p>						
<p>International students</p>	<p>Positive impact: Though all students using the platform will benefit from the use of real world/user friendly language and visuals, this will be particularly beneficial to students for whom English is not their first language</p>	<p>The User Centred Design approach the project is adopting means prototypes are tested with students, sometimes in an iterative way. This will ensure that the interface's contents, design and navigation meet the needs of its end-users.</p>		<p>User testing and feedback part of design and build cycle, i.e. on-going.</p>		

		<p>The project recruits as diverse and inclusive a panel of students as possible from the full university student population to ensure students from different groups contribute to the feedback. The project is being particularly attentive to the needs of</p> <ul style="list-style-type: none"> • students with caring responsibilities • of different ages • those who work • disabled students • students with a varying command of English • students in different faculties, years of study and programmes <p>as usability testing sessions, surveys and interviews have evidenced their feedback being proactively sought will contribute to a more inclusive product/experience.</p>				
Students who will be absent at the time of change	Negative impact: Should students not be in attendance when the switch between the current and the new student platform occurs	Develop information that can be accessed on demand to understand the move to the new platform, how to use, etc as well as clear	Project Manager and Product Owner	Part of go/no go checklist		

	(health related absence, pregnancy, suspension of study, etc), they may find adapting to the change harder than other groups, having missed on crucial communications and a shared timed of adaptation.	route(s) for enquiries/support associated with the change.				
Other specific group (e.g. International or Access)						

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 cannot 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 (chart to help you decide)			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)		Yes	
The project has already engaged with a wide variety of stakeholder to either gather requirements or inform of the project. This will be an on-going aspect of the project and once delivered of the product, to continue its development.			
What measure / statistic / data will you use to check if the activity has had a positive, negative or neutral outcome?	Students will be at the heart of the building of the new interface: through usability sessions, they will be able to feedback on the contents and design of the interface until it is delivered. Once live, feedback mechanisms will be in place to inform changes and enhancements to the platform, i.e. inform its roadmap. Staff will also be asked for feedback to measure the impact the platform used by students has on them. Support will be in place at time of change for both students and staff, which will provide us with a direct measure of success.		

When will you review this Equality Analysis?	Upon receiving feedback from the consultation. If none warrant a review, then when contents and designs are ascertained, i.e. when MVP is built but before going live, this document will be reviewed. Go live is currently scheduled between September 2022 and January 2023.
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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	AJohnson	Date	26.05.22

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	Ian Dibble, Student Journey Programme Director
Faculty / Department / Service	Strategic Programmes Office
Date	26/05/2022

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 **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

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Please forward an electronic copy to the E&D Unit by emailing 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.