

Full Equality Analysis

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

Learning 2020: Advancing Knowledge, Inspiring People, Transforming Futures, delivered through: Outstanding Learning, Ready & Able Graduates, Research for Learning, Strategic Partnerships, connections and networks.

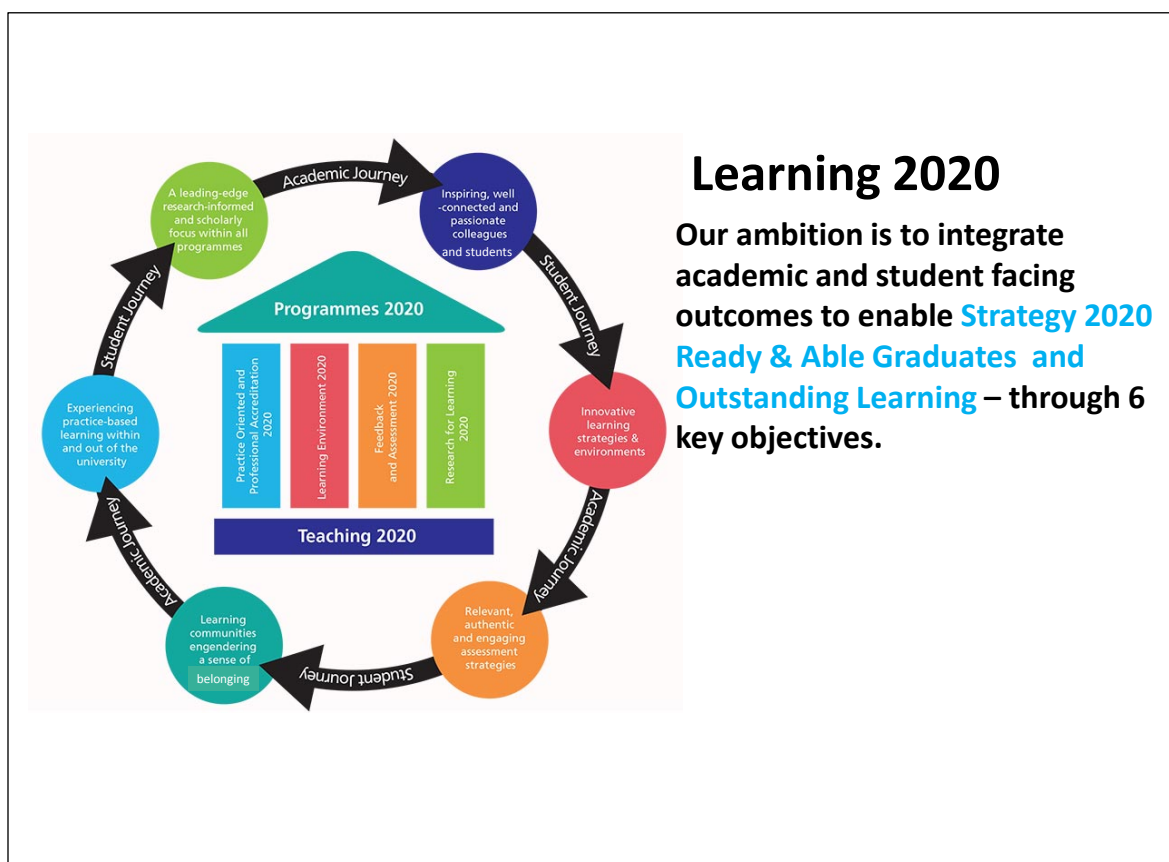
The purpose of this document is to outline the aims of the Learning 2020 Strategic Programme, which houses a portfolio of programmes within it. Further steps following on from this document will include an EA update for each Learning 2020 Programme.

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

Learning 2020 is a fundamental part of the University 2020 strategy.

By 2020 our strategy will help us to ensure that all our students experience outstanding learning and teaching throughout their student journey, that our programmes assist them in realising their full potential so that they leave us as ready and able graduates and that our research impacts on their learning.

The ways in which Learning 2020 will help to ensure outstanding learning for all is described in the diagram below.



Learning 2020 has a vision (manifesto) which links with our corporate KPIs and will bring the following benefits:

Learning 2020 Manifesto

- Inspiring, well connected and passionate colleagues and students
- Innovative learning strategies & environments
- Relevant, authentic and engaging assessment strategies
- Learning communities engendering a sense of belonging
- Experiencing a practice based learning within and out of the university
- A leading-edge, research informed and scholarly focus within all programmes



Learning 2020 Benefits

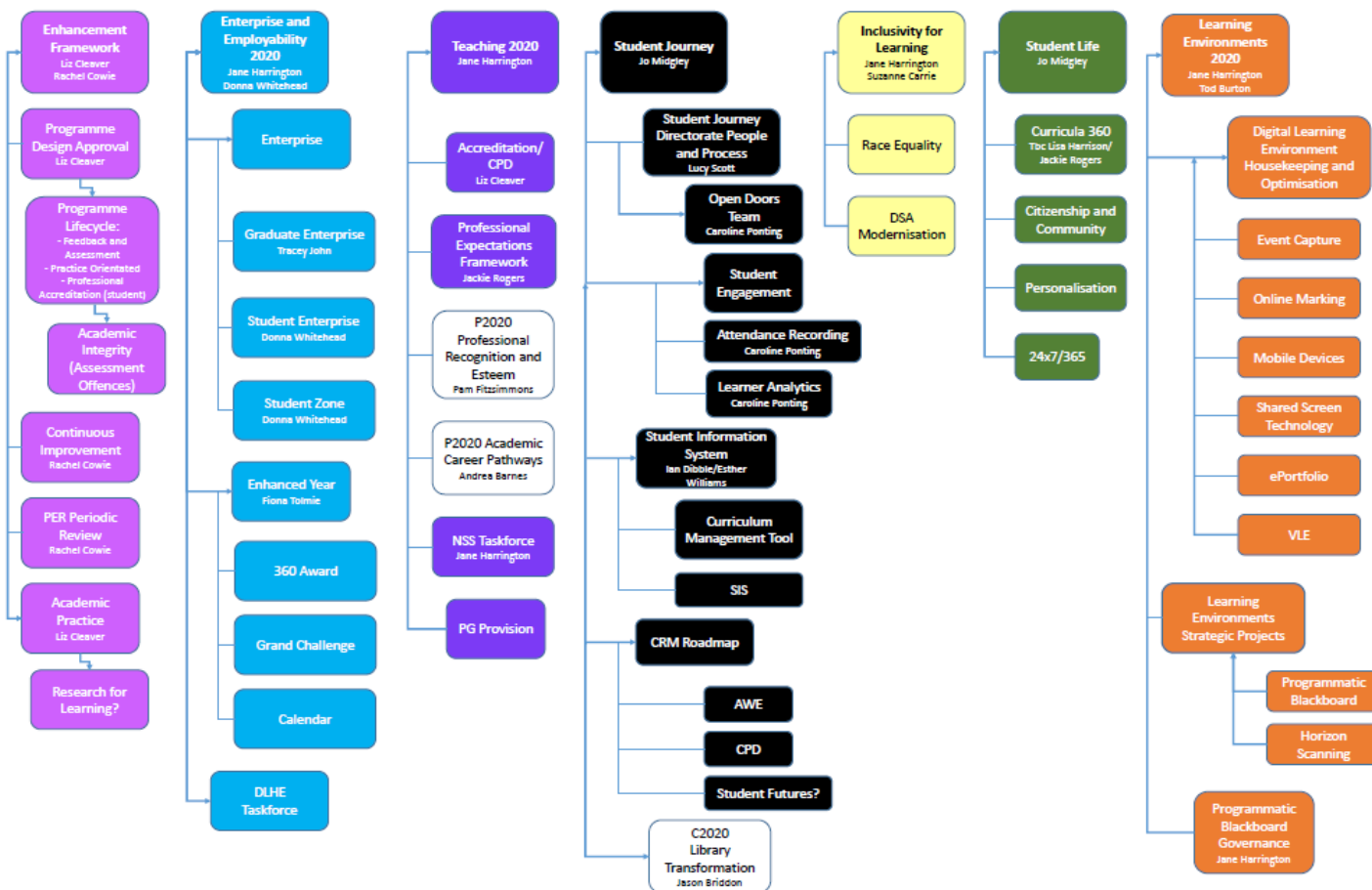
- Increased students' rating for personal development
- Increased Student Satisfaction
- Improved Student Retention
- Improved Student Success
- Increased links to practice
- Improved outcomes post-graduation
- More students selecting UWE
- All programmes having a demonstrable professional/practice-oriented focus

Further details on L2020 benefits can be found in section 5

Inclusivity Outcomes will be embedded within our Learning 2020 Projects.

Currently, we are reviewing the manifesto points to derive the successful inclusivity statements in the student voice, that we will build into the projects of Learning 2020 to ensure the outcomes are for all. We are using the protected characteristics categories and considering how a successful experience feels to students who will be living with outcomes of Learning 2020. *{The draft document is currently under review with the Strategic Programme Board for Learning 2020 until the end of February 2016, after which it will be shared with staff and students through Student Champions, Staff Voice, Staff Networks.}* Further reference to the particulars will be made as we begin to create Equality Analysis content for the specific projects within Learning 2020. This document was updated in March 2017 to reflect the student and staff data at that time. This document was updated in August 2018 to reflect consolidation of Learning 2020 work streams.

L2020 Strategic Model Diagram (September 2018)



The original Learning 2020 programme structure was consolidated in May 2017 and has gained several initiatives since the start of Learning 2020. All changes are approved by the Learning 2020 Strategic Board.

<p>Enhancement Framework</p>	<p><i>We design and enhance our UG/PG programmes through discipline specialism to be practice-oriented with the best curriculum design including pedagogic practice. We design programmes holistically for synoptic assessment, which tests course knowledge rather than testing knowledge per module. We ensure programmes are validated against the University priorities. We design practice based assignments which contribute towards positive DHLE and assessment that can deter the use of essay mills. Our ambition is to increase the rigor of our Academic Integrity in how we identify plagiarism and how we reduce essay mills usage.</i></p>
<p>Enterprise and Employability</p>	<p><i>We have enhanced our UG/PG programmes with contextually meaningful innovation and enterprise, and we are building on the space and other resources to support UWE entrepreneurs</i></p> <p><i>To maximise on DHLE outcomes and student experience, we are enhancing the content of our co-curricular offerings through a UWE Grand Challenge to address a real-world issue and through additional graduate attribute focus within a new form of futures award – the 360 award. We are enabling a more flexible calendar to enable colleagues to tailor it to best suite their programme.</i></p> <p><i>To increase and enrich the teaching weeks with practice based co-curriculum activities across all programmes, from Induction, co-curricula activities that provide students with the opportunities to cover a full range of graduate attributes, and participate within cross-university challenges which test the knowledge and practice of the students course, whilst adding other upskilling opportunities in order to fulfil the challenge.</i></p>
<p>Teaching 2020</p>	<p><i>Teaching 2020 is about providing cohesion between the academic career pathways, Professional Expectations, PDR and Accreditations for new and experienced Teaching Staff. We are linking our activities with those of People and Campus (library) to achieve this. We also look at our programmes and where necessary change our offering to ensure positive career outcomes for students and to meet the job market expectations of employers.</i></p>
<p>Learning Environments 2020</p>	<p><i>To rationalise our Learning Environment choices to use commonly agreed solutions and to select our tools for their pedagogic value and student experience and hence to ensure tool choices are led by the requirement which further requires the tool to enable it.</i></p>

Student Inclusivity

To devise, oversee the implementation of and monitor the effectiveness of actions designed to advance race equality at the University. To devise a framework for implementing, monitoring, evaluating and reporting on actions designed to reduce the race equality gap, within Faculties and Services, feeding into Strategic Programmes Learning 2020 and People and Performance 2020 and connected directly with Widening Participation work

Student Journey

Student Engagement : Services to support a student during their time at UWE so that they get they achieve the best degree outcome whilst getting the right support and guidance. Information which can provide proactive prompts to staff on how to engage students through their engagement and attendance during lectures, coursework, access to VLE and library services as well as their step (learning gain) progress.

In May 2017 the themes of L2020 were reviewed and consolidation agreed. Enhancement Framework is all about programme lifecycle –creation, design, improvement, monitoring, delivery plus the academic practice and staff development which underpins its excellence. – as such the former workstreams of Practice Oriented/Professional Accreditation; Assessment and Feedback; Research for Learning; Programmes 2020 are all integrated components of the Enhancement Framework theme.

Originally Enhanced Year and Inclusivity were considered L2020 framework themes, however it was agreed that the outcome of Enhanced Year is all about Employability and has significant links into Enterprise – hence both the Enterprise workstream and Enhanced Year merged under the Enterprise and Employability theme.

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

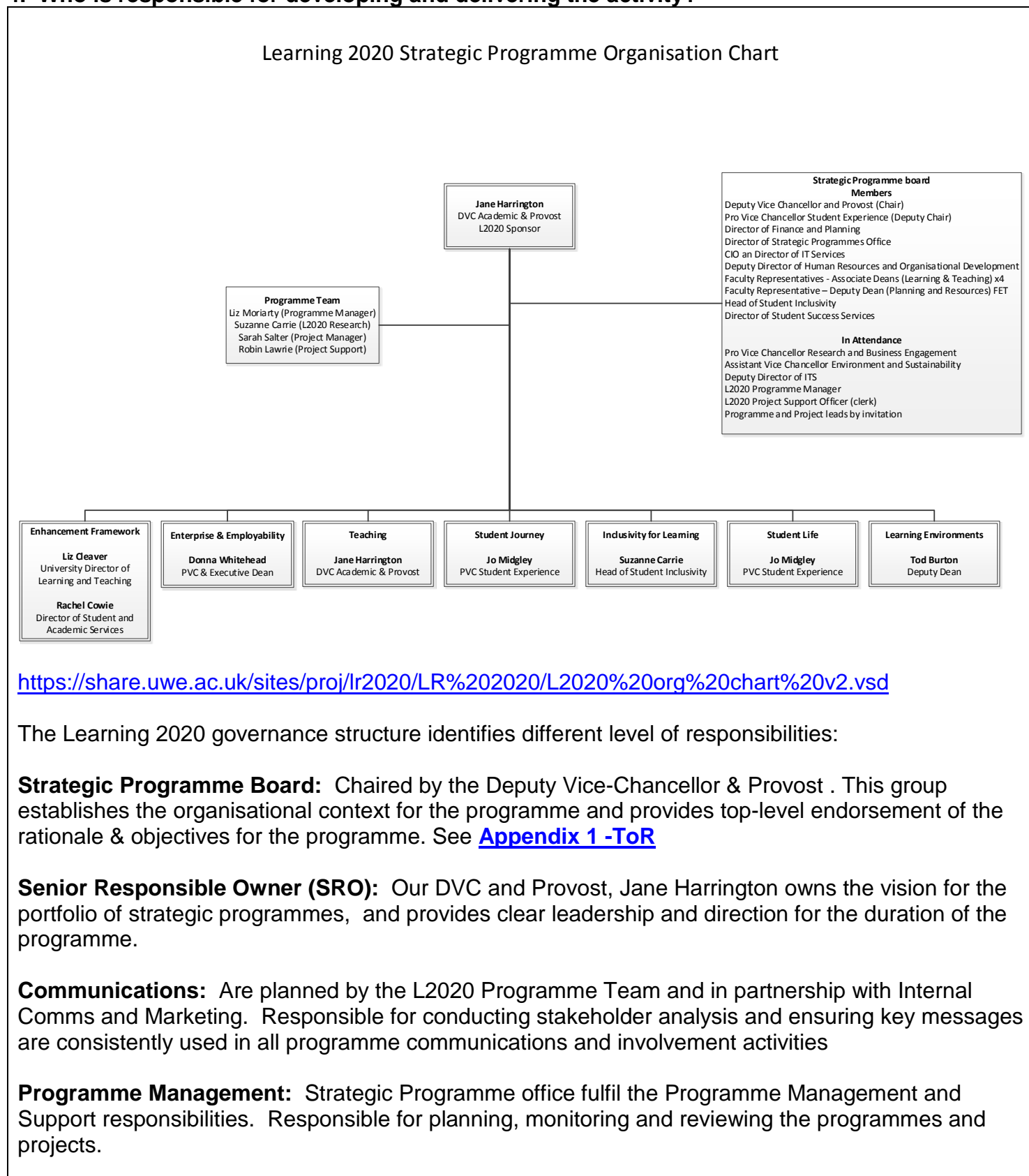
Prior to scoping Learning 2020, the university was running 90+ operational/tactical projects, which are often siloed, creating duplication and preventing consistency.

Learning 2020 is one of the 4 Strategic Programmes under Strategy 2020. It consists of 8 Programmes (shown on the diagram in section 2) which each consist of a number projects (with examples shown in the programme structure diagram above). Learning 2020 will bring together or replace many of 90+ projects to enable us to focus on some key areas.

For example, while there are currently faculty based approaches to improving feedback and assessment, Learning 2020 will bring these together and enable a university-wide approach (with scope for faculties to customise as appropriate). This will enable greater consistency and sharing of knowledge and streamlining of resource allocation. Equally, ensuring that constraints such as duplicate lecture capture systems, space and timetable allocations are dealt with across the university will enable greater consistency and free up time and resource to focus on developing our best practice.

As the planned changes are confirmed, EAs will be produced detailing the changes and the impacts they will have.

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



Programme/Project Leads: Primarily from the Academic functions, providing leadership and management of the work of the project/programme on a day-to-day basis.

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

Learning 2020 is an enabling programme in the over-arching 2020 strategy and therefore contributes to university-wide benefits with other programmes such as Performance 2020, Campus 2020 and Ways of Working 2020. These benefits include increases in overall satisfaction in the National Student Survey, increased number of first choice applications, improved league table positions etc.

Specific benefits accruing from this programme are summarised below.

Each programme within the Learning 2020 programme details benefits relevant to the scope of the project. (See [Appendix 2](#))

Top level benefit	Benefits - detailed	Corporate Measure (KPI) Target to be achieved by 2020
Increased student satisfaction	Increased overall student satisfaction	90% very satisfied or satisfied – NSS overall satisfaction
	Increased satisfaction with teaching in the NSS	90% very satisfied or satisfied – NSS Teaching Theme
	Increased satisfaction with Assessment & Feedback in the NSS	85% very satisfied or satisfied –NSS Assessment and Feedback Theme
	Increased satisfaction with Learning Resources in the NSS	90% very satisfied or satisfied – NSS learning resource theme
	Increased satisfaction with Organisation & Management in the NSS	90% very satisfied or satisfied – NSS organisation & Management Theme
	Increased ratings for personal development	90% very satisfied or satisfied – NSS personal development theme
	Reduced differential in satisfaction between students with protected characteristics and their comparators	No differential between students from protected characteristics and their comparator group
Improved Student retention	Increased retention of UG at the end of 1st year	<7% UG Students withdrawing from year 1
	Reduced differential in retention rates between students with protected characteristics and their comparators	Reduced differential for ethnicity, age, gender, disability
Improved Student success	Good honours rates in line with corporate ambition	74% Students achieving first/upper second class degrees
	Reduced differential in good honours rates between students with protected characteristics and their comparators	No differentials between students from protected characteristics and their comparator group

	Increased PGR Completion rate	PGR completion rate (no current data/target)
Improved outcomes post-graduation	Improved perception of UWE's role in preparation for work	85% students prepared for employment (DHLE)
	Increased proportion of graduates in graduate level destinations 6 months post-graduation	75% FTSW students in graduate destination after 6 months
	Reduced differential in destinations between students with protected characteristics and their comparators	Differential at 0 or decreasing for all protected groups
All programmes having a demonstrable professional/practice-oriented focus	Increased proportion of students taking part in Futures and Placements	No Target/Data on scorecard as unmeasurable
	All programmes articulate how practice links to graduate attributes	No Target/Data on scorecard as unmeasurable
	All programmes are recognised by an appropriate external body	No Target/Data on scorecard as unmeasurable
Increased staff engagement	Higher overall staff engagement index scores	80% Staff survey engagement index score
	Increased staff recommendation of UWE as a place to work	80% staff recommending UWE as a place to work
	Increased staff recommendation of UWE as a place to study	80% Staff recommending UWE Bristol as a great place to study
	Increased academic staff promotion related to teaching	No Target/Data on scorecard
More Students selecting UWE	Increased first Choice at UG	45% First choice (offer to firm acceptance)
	Increased market Share	1.3% Market share of applications
	Increased diversity of Home UG enrolments	Increased enrolments from protected characteristic groups
	Improved UG to PG conversion	UG to PGT%>48% (no current target – 48% current)

As you can see from the table there is a commitment to reducing the differentials between protected characteristics. All projects undertaken will consider which benefits the project will achieve and there will be regular reviews of projects to ensure that all benefits are being achieved.

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.

Our current engagement and analysis suggests that the Learning 2020 strategic programme of work should have a positive impact on staff groups. We will be developing equality analyses for projects and these will identify both positive and adverse impacts for each Project and how these can be addressed as appropriate.

The intention of the Learning 2020 programme, like the UWE 2020 Strategy, is to deliver positive outcomes for all our stakeholders irrespective of their protected characteristics. Our equality and diversity structures, strategies and policies are in place to mitigate and minimise the potential of any adverse or negative impacts across the UWE Bristol community. A key driver for the 2020 strategy was the emergence of the university's Single Equality Scheme (2012 – 2015). This encompasses our inclusivity aspirations and our genuine desire to offer a student and staff experience free from discrimination and offering positive opportunities for all.

We have also produced the L2020 Equality Outcomes to align our project with.

The Learning 2020 programme will include inclusivity objectives and prioritise the inclusivity of rollout and delivery. This will be in line with, and provide substantive input to, the Single Equality Scheme. Throughout the Programme, we will be looking for opportunities to implement inclusive policies and practices to ensure current (and future) staff and students are not adversely affected.

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.

The view on the next page is representative of the Learning 2020 Strategic Programme as a whole. If, during the course of our planning and scoping, we identify an exception within one of the programme workstreams, we will issue an additional EA.

7. Assessing the proposal from different perspectives			
Consider the impact your proposal might have on people who might identify with the protected groups ⁱ below and explain why you have made that assessment.			
	Positive Outcomesⁱⁱ	Negative Outcomesⁱⁱⁱ	Further investigation, resulting modifications or promotion of the positives. (Include person responsible for implementation)
All	<p>The programme's targets include reducing the differential between student with protected characteristics and their comparitors, these targets include:</p> <ul style="list-style-type: none"> - Student Satisfaction - Student Retention - Good Honours rates - Graduate level destinations - Enrolments 		<p>To avoid adverse impact on certain staff groups, this programme requires full engagement of all staff across protected characteristics, grades and roles.</p> <p>As the programme progresses, we will continue to communicate and engage with staff with protected characteristics to ensure this does not occur as the priorities are implemented.</p> <p>A commitment to our equality and diversity agenda through our inclusive policies and practices and through the effective delivery of the Single Equality Scheme is essential for minimising and mitigating against any potential adverse impacts if these should arise.</p> <p>Equally, student voice is an important mitigation tool to ensure that no adverse impacts on certain student groups occur. Further, data analysis to measure differential attainment and reported experience (i.e. in NSS) will enable all students' experiences to be monitored.</p> <p>We will be working with internal Comms and Student Comms to ensure positives are promoted.</p>

Age			
Disability	All characteristics considered in the 'All' statement above.		
Gender			
Gender identity &/or gender reassignment/ Trans People			
Marriage and/or civil partnership			
Pregnancy and/or maternity (incl Adoption)			
Race/ BME			
Religion and/or belief			
Sexual orientation			
Other specific group (eg International or Widening Participation)			

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

		Staff Population				Student Population Added 2018			
Characteristic:		No. of Staff (Dec 2016)	Proportion of Total Staff (Dec 2016)	No. of Staff (Dec 2017)	Proportion of Total Staff (Dec 2017)	No new student enrolments in 2016/17	% new student enrolments in 2016/17	No new student enrolments in 2017/18	% new student enrolments in 2017/18
Gender	Female	2154	58%	2260	59%	3184	54%	3363	53%
	Male	1554	42%	1602	41%	2734	46%	3000	47%
Trans People	Yes	17	0.5%	18%	0.5%	No data held			
	No	2789	75%	2878	75%				
	Prefer not to say	61	1.6%	82	2.1%				
	No data held	841	23%	884	23%				
Ethnicity	White	3228	87%	3325	86%	4936	83%	5038	79%
	BME	334	9.0%	370	9.6%	932	16%	992	16%
	Unknown	146	3.9%	167	4.3%	51	1%	334	5%
Disability	Disabled	228	6.2%	217	5.6%	941	16%	882	14%
	Not Disabled/Unknown	3430	94%	3645	94%	4978	84%	5482	86%
Age	Under 25	162	4.4%	160	4.1%	Not categorized in this way			
	25-34	643	17%	713	18.5%				
	35-44	994	27%	1045	27.1%				
	45-54	1021	28%	1028	26.6%				
	55-64	787	21%	806	20.9%				
	65+	101	2.7%	107	2.8%				
	Under 21 on entry	n/a				4477	76%	4906	77%
	Over 21 on entry	n/a				1442	24%	1458	23%

		Staff Population				Student Population Added 2018			
Characteristic:		No. of Staff (Dec 2016)	Proportion of Total Staff (Dec 2016)	No. of Staff (Dec 2017)	Proportion of Total Staff (Dec 2017)	No new student enrolments in 2016/17	% new student enrolments in 2016/17	No new student enrolments in 2017/18	% new student enrolments in 2017/18
Religion or Belief	Buddhist	38	1%	38	1%	No data held			
	Christian	1006	27%	1033	26.7%				
	Hindu	25	0.7%	25	0.6%				
	Jewish	9	0.2%	8	0.2%				
	Muslim	52	1.4%	76	2.0%				
	Sikh	3	0.1%	3	0.1%				
	Another religion/ belief	98	2.6%	106	2.7%				
	No religion/ belief	1349	36%	1466	38.0%				
	Not declared/ prefer not to say	311	8.4%	329	8.5%				
No data held	817	22%	778	20.1%					
Sexual Orientation	Bisexual	40	1.1%	51	1.3%	No data held			
	Gay man	54	1.5%	56	1.5%				
	Gay woman/ Lesbian	48	1.3%	54	1.4%				
	Heterosexual / Straight	2504	68%	2643	68.4%				
	Other	14	0.4%	18	0.5%				
	Not declared/ prefer not to say	235	6.3%	265	6.9%				
	No data held	813	22%	775	20.1%				

Staff population data is from the December 2016 and 2017 staff compendiums, student population data is from Student Demographic enrolments dashboard in Business Intelligence.

[Student Demographics](#) [Staffing compendium](#)

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

This framework level analysis provides the context and background to further individual equality analyses for projects that may affect particular equality groups more directly. This framework and the initial development of the 8 programmes will be discussed with equality groups at the Equality Engagement Events organised by the Equality and Diversity team. Engagement was also gathered at this level at the Learning 2020 Best Practice Event held in January 2016.

Projects that will result in changes or may have an impact on particular groups will have direct engagement with equality groups through consultation with trade unions and staff and student networks. These projects will have shorter updates to this framework EA which will constitute appendices to this document. This will allow equality groups to both understand the particular changes and the wider context in one document.

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 Table 7).

We aim to provide this document as a framework document, to indicate the design principles we will operate for all programmes and projects within Learning 2020. Where we need to elaborate for any given Learning 2020 programme, we will issue an appendix to this document and redistribute, clearly indicating what has been added. In this way, we will build upon what we share in this document, and it will remain a living document.

9. Please indicate the level of equality relevance:

High
 Medium
 Low

10. Equality analysis sign off:

Faculty Dean or Head of Service	Jane Harrington
Faculty / service	DVC and Provost
Date	9 October 2018

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

LEARNING 2020 STRATEGIC PROGRAMME BOARD

Terms of Reference

September 2018 (version 1.2)

Background

UWE Bristol aspires to be the best in its mission group for advancing knowledge, inspiring people and transforming futures. This programme will deliver seamless and efficient practices and standards underpinned by current, cost effective techniques and technologies that enable an Outstanding Learning experience for our students and create a productive working environment for our colleagues. The programme will address the teaching standards and pedagogies, learning environments, assessment processes resulting in appropriate and excellent programme development. Research into teaching will also be accounted for and will interface seamlessly with the Research 2020 strategy. Learning 2020 will significantly influence and improve ways of working across both academic and professional service functions.

Purpose

To set the strategic direction for the Learning 2020 Strategic Programme in line with the University's 2020 Strategy and having due regard for University's strategic aims and overall business needs, focusing on the following primary benefits:

- i. Increased student satisfaction
- ii. Improved student retention
- iii. Improved student success
- iv. Improved outcomes post-graduation
- v. All programmes having a demonstrable professional/practice-oriented focus
- vi. Increased staff engagement
- vii. More students selecting UWE

A fuller view of benefits can be found [here](#).

Key accountabilities

1. To define and approve the vision, principles and expected standards across the Learning 2020 portfolio.
2. To ensure that the Outstanding Learning Project Register maintains a balanced and achievable portfolio.
3. To resolve issues between projects within the programmes as escalated by the programme boards and identify and recommend resolution of inter-programme issues to the Portfolio Board for resolution.
4. To monitor the progress of the programme against the strategic objectives.
5. To monitor the delivery of programme benefits and identify and implement corrective action if benefits are not being delivered.
6. To advise and support the Senior Responsible Owner. To champion the programme and be individually accountable to lead by example in terms of bringing the programme to life

locally and across the University through communication and demonstration of the leadership behaviours and Outstanding Learning best practices.

7. To approve business cases within agreed programme financial delegations and review and recommend business cases which require additional investment to the portfolio board in line with UWE project governance and standards framework,
8. To provide financial oversight and monitor programme budget against plan.
9. To advise the Directorate (and where appropriate the Vice-Chancellor's Advisory Board) on matters covered by the programme and provide reports on progress and risks identified within the programme that may adversely impact UWE.
10. To ensure that adequate human and physical resources are made available to deliver the programme both for programme delivery and local implementation.
11. To confirm successful delivery and sign-off of all programmes within Learning 2020.
12. To be collectively accountable for the delivery of all programme outcomes.
13. To ensure that appropriate project and programme learning reviews are undertaken and appropriately shared.

Scope

The Learning 2020 Strategic Programme Board will have the authority to approve projects linked to the Learning 2020 Programmes, within the scope of its approved programme-level budget. Where projects cannot be covered within the programme-level budget, have implications for other areas of the Strategy 2020 Portfolio, or where the projects are large in scale, further advice and approval will need to be sought by the Strategy 2020 Portfolio Board.

NB: Small changes, business as usual activities and strategic maintenance programmes agreed as part of the planning and budgeting process for services and faculties will normally be out of scope of this board unless there is activity which requires oversight and input from the board.

Frequency of meetings: Every 2 months for 2 hours

Chair: Jane Harrington – Deputy Vice Chancellor and Provost

Membership:

Jo Midgley – Pro-Vice Chancellor Student Experience (Deputy Chair)

Elizabeth Cleaver – Director of Learning and Teaching

William Liew – Director of Finance and Planning

Lee Norris – Director of Strategic Programmes Office

Tracy Willis – CIO and Director of IT Services

Alison McIver – Deputy Director of Human Resources and Organisational Development

Fiona Tolmie, Lisa Harrison, Gerry Rice and Jackie Rogers – Associate Deans (Learning & Teaching)

Tod Burton – Deputy Dean (Planning and Resources) FET

Rachel Cowie – Director of Student and Academic Services

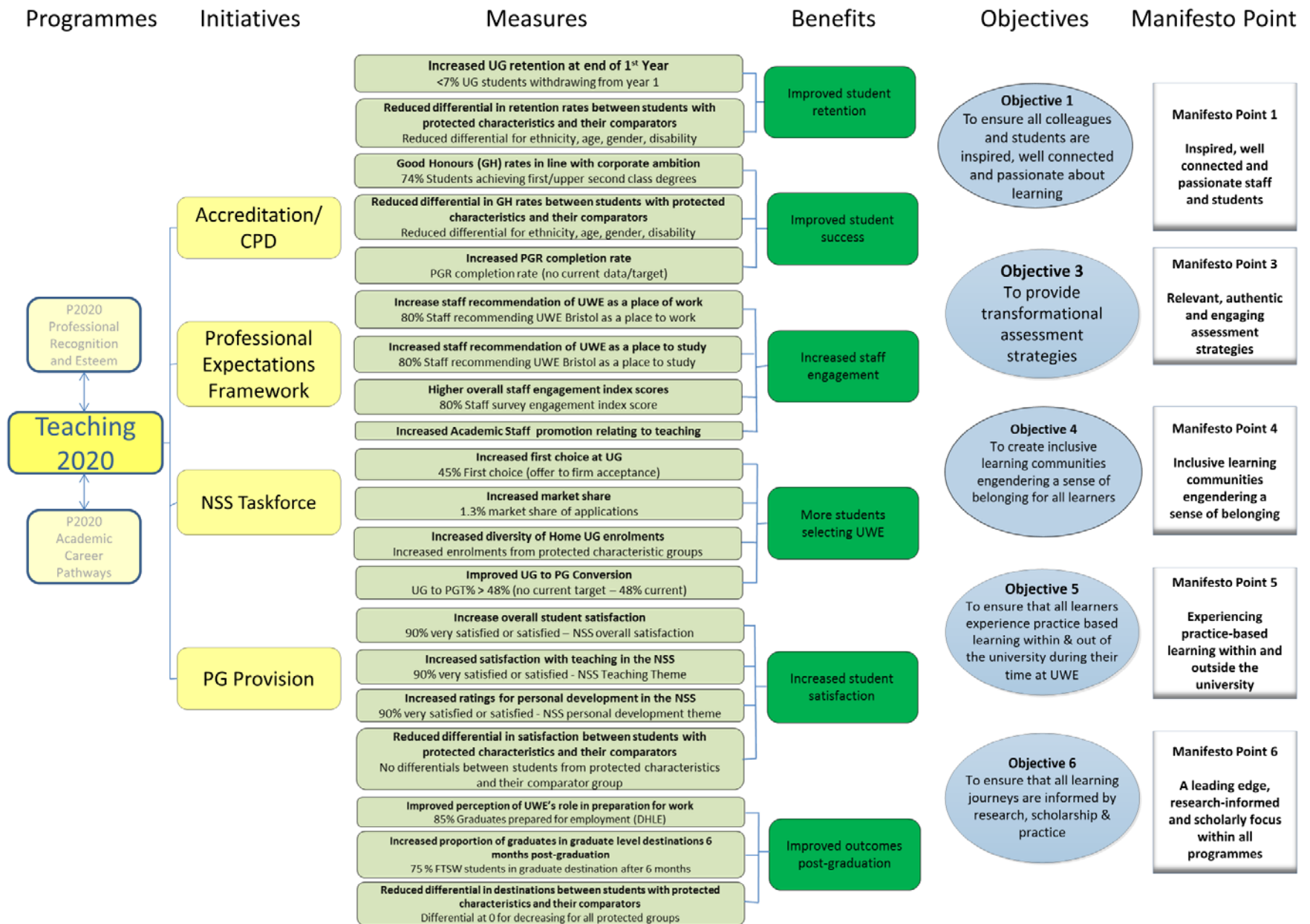
Suzanne Carrie – Head of Student Inclusivity
Jason Briddon – Director of Student Success Services
Donna Whitehead – Pro Vice-Chancellor and Executive Dean FBL
Martin Boddy – Pro Vice-Chancellor (Research and Business Engagement)

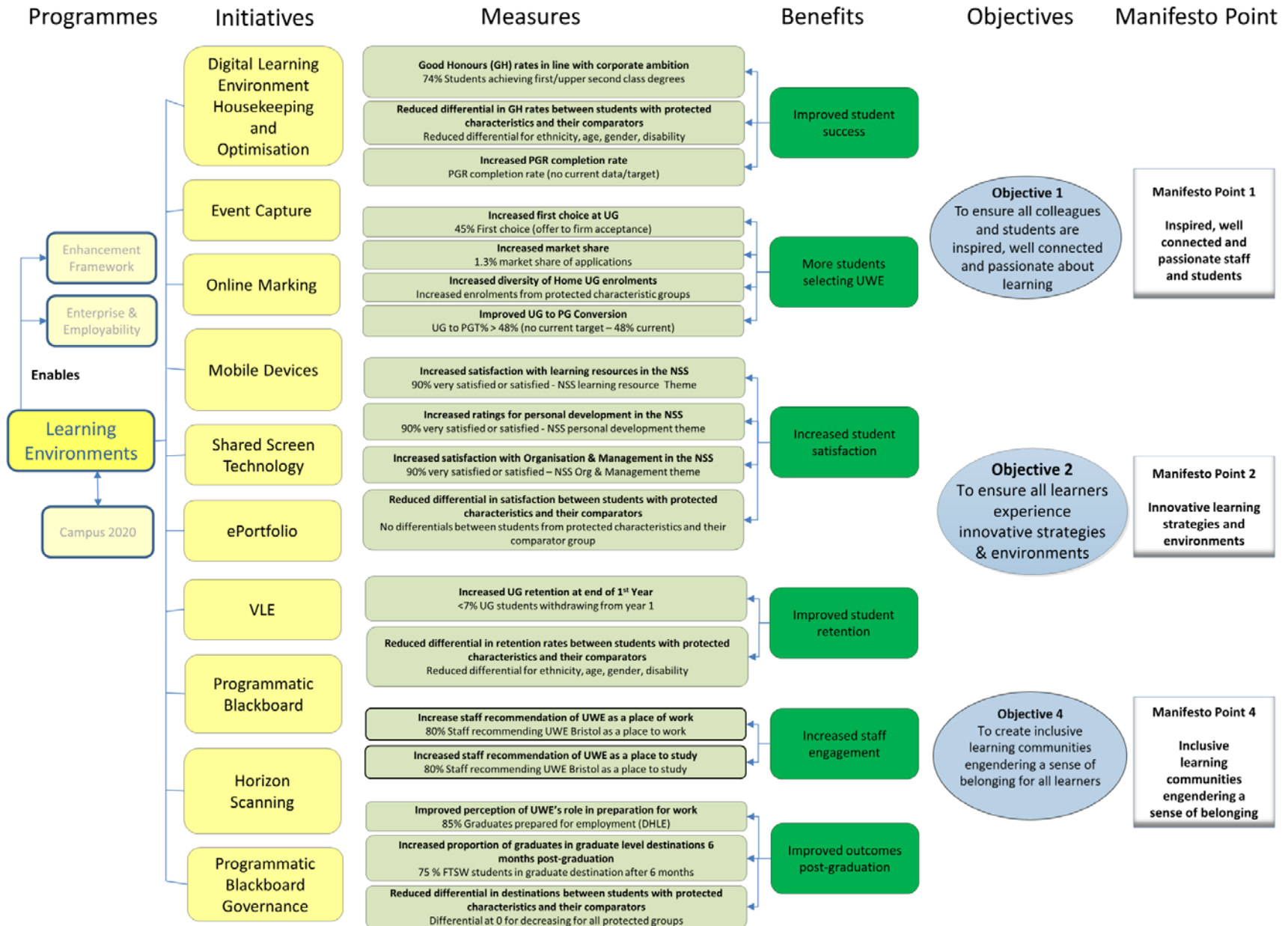
In attendance:

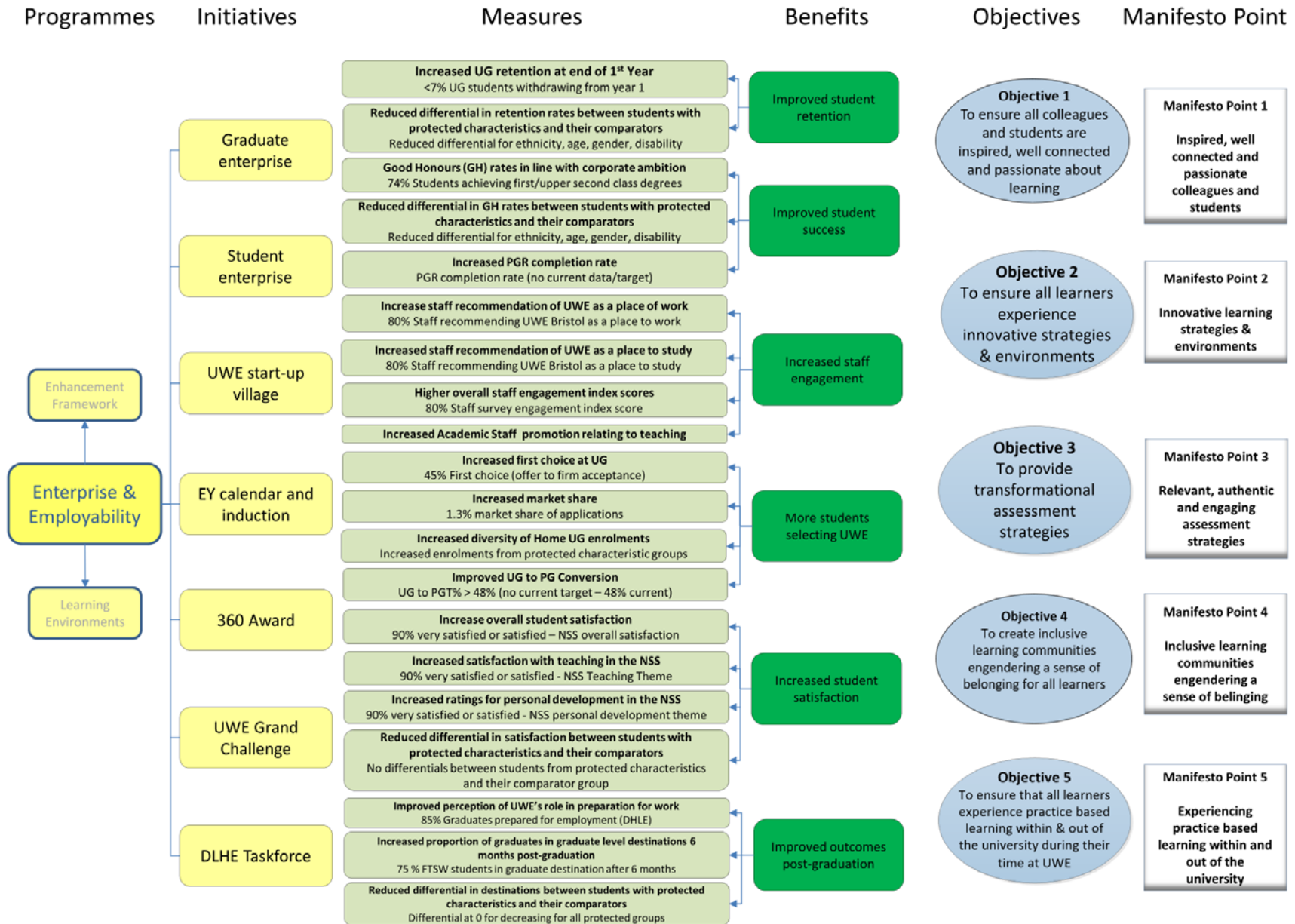
James Longhurst – Assistant Vice Chancellor (Environment and Sustainability)
Mark Davis – Deputy Director of ITS (Enterprise Architecture and IT Strategy)
Ian Dibble – Programme Director (Student Information System)
Liz Moriarty – L2020 Programme Manager
Robin Lawrie, L2020 Project Support Officer
Programme and Project leads by invitation

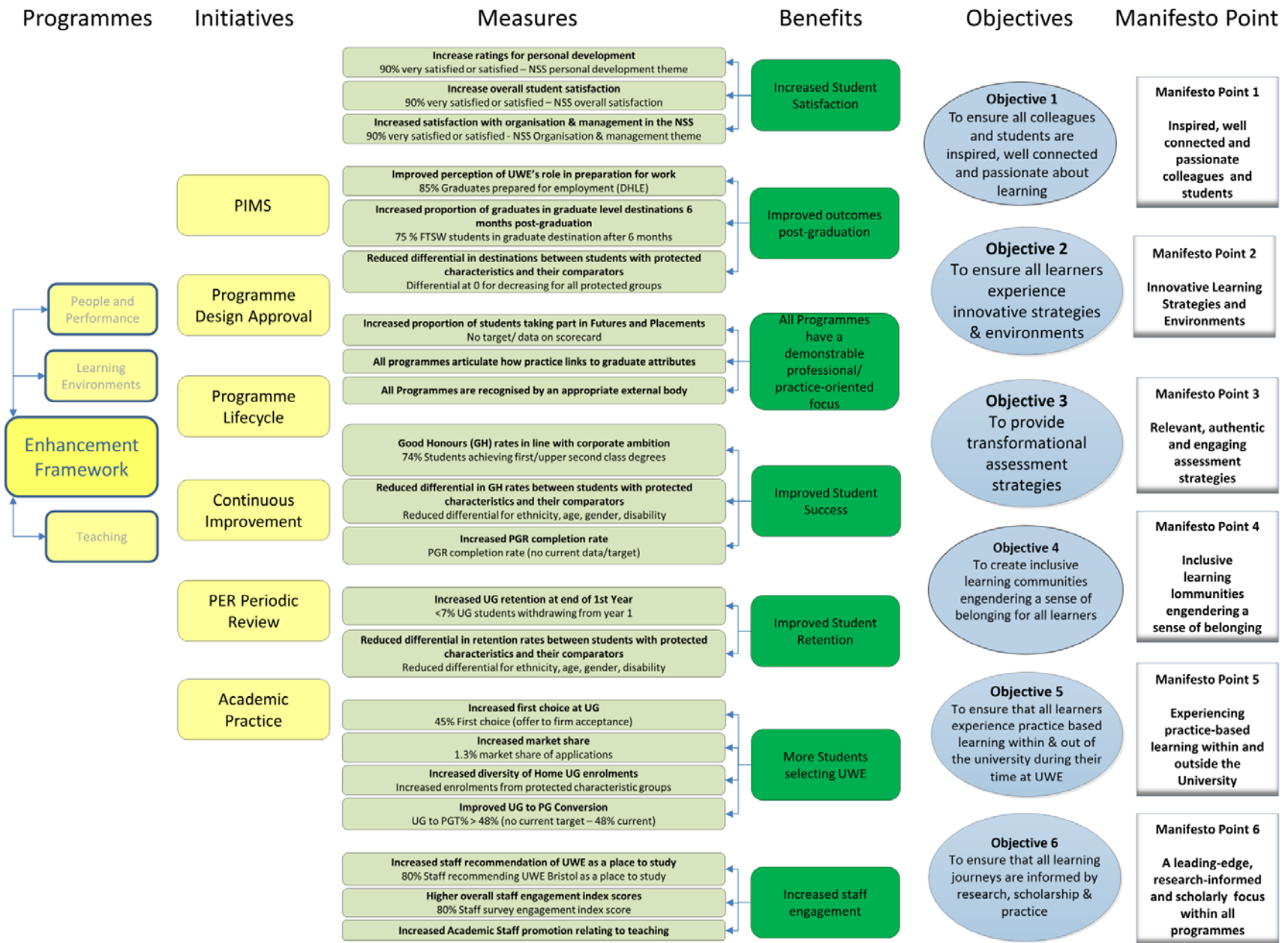
Total Membership: 16

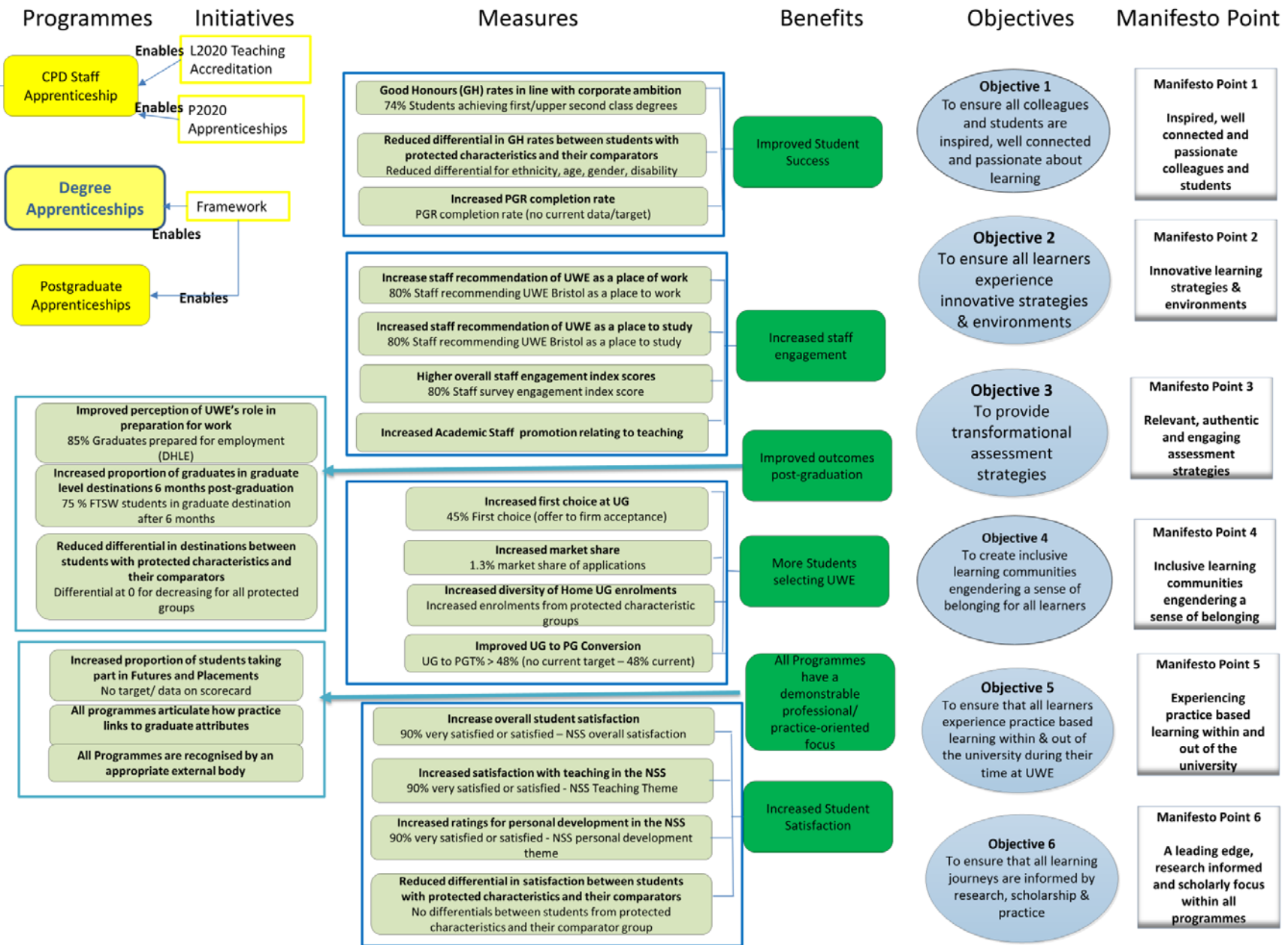
Quoracy: 50% of members

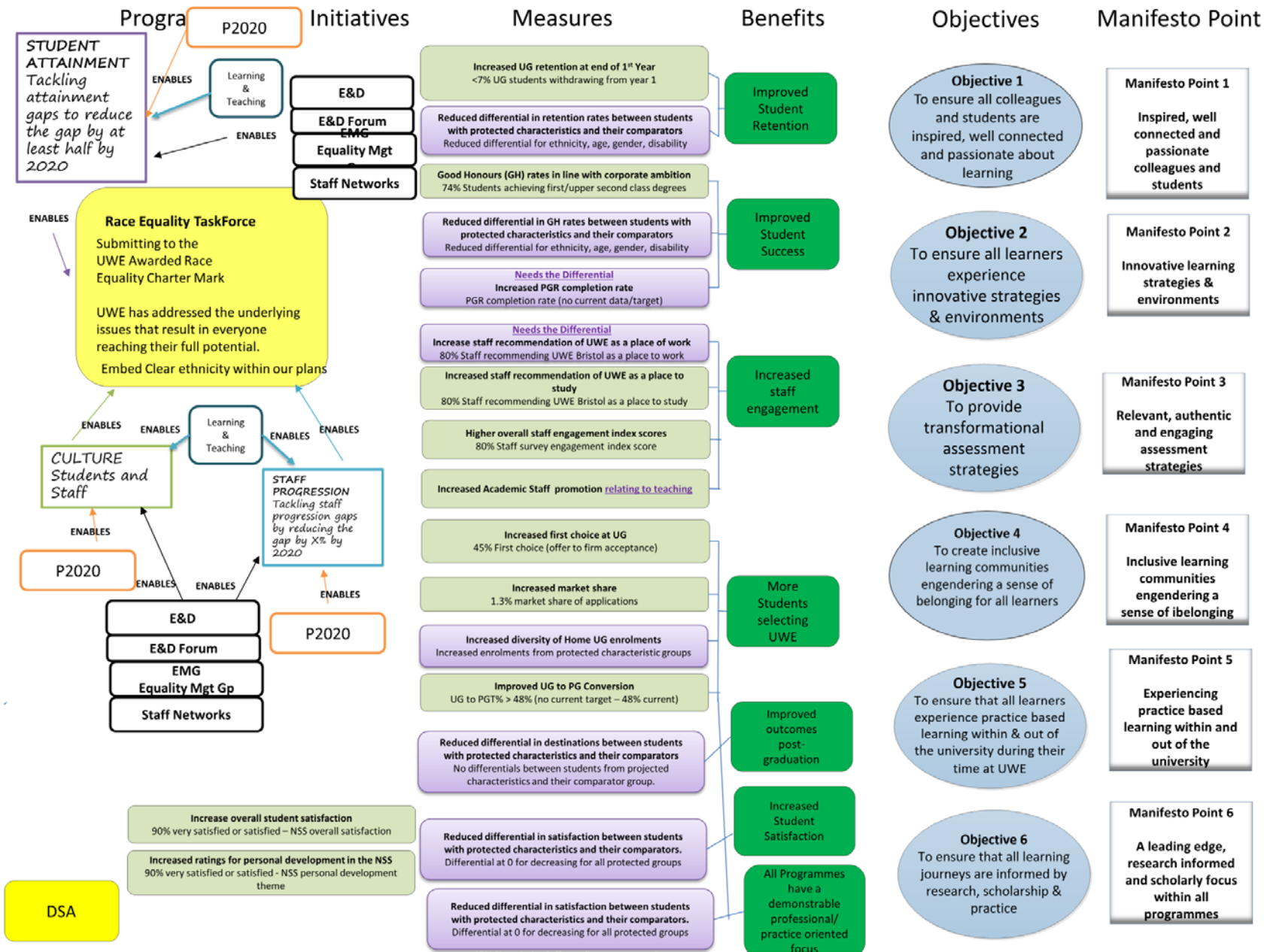


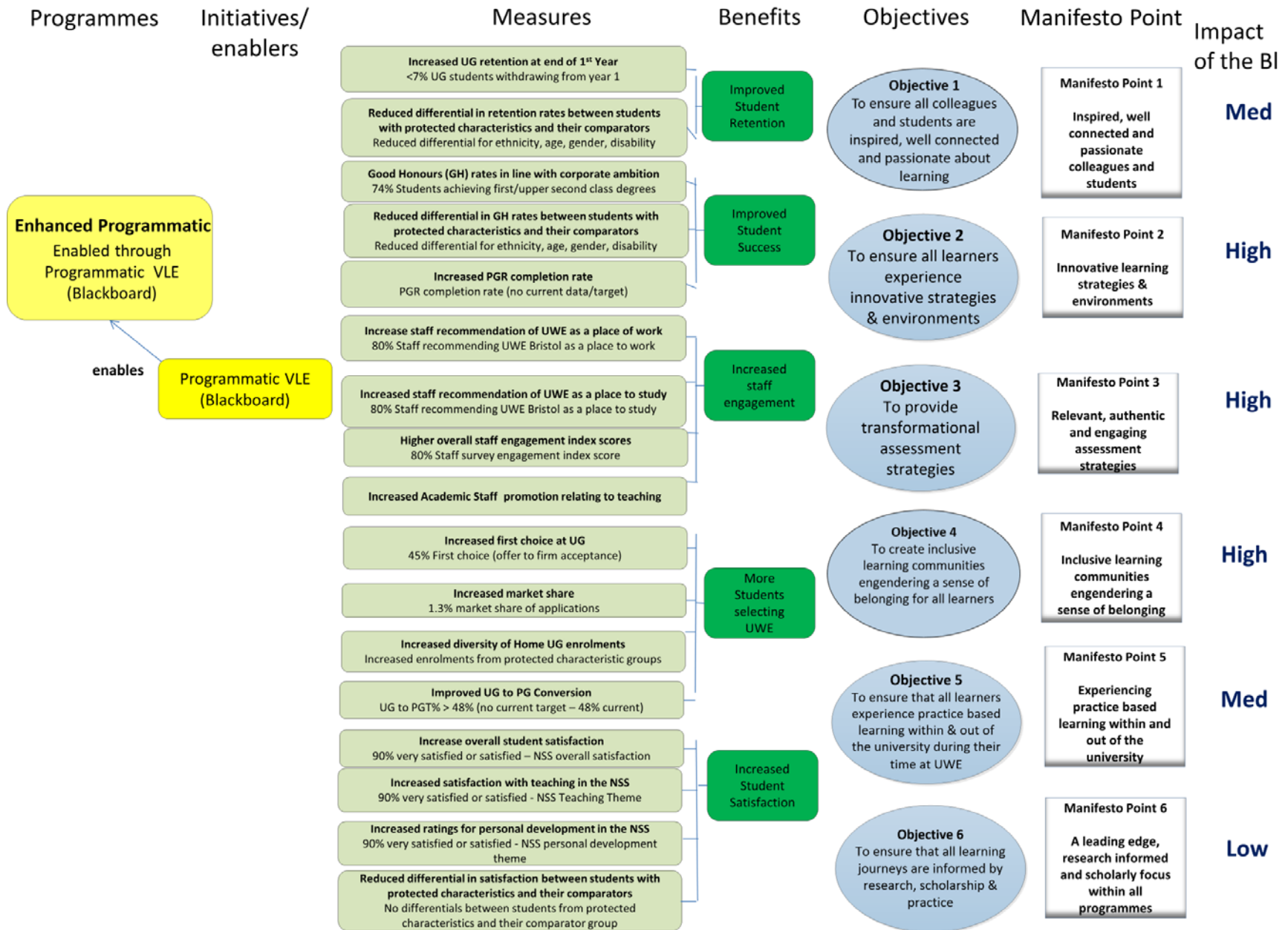












EQUALITY ANALYSIS FOR LEARNING 2020 PROJECTS

TEACHING 2020

New Teaching Staff Accreditation/CPD (Liz Cleaver, Kirstin Barnett – due Feb 2019)

UWE CPD Recognition From Fellowship (Liz Cleaver, Becky Ward – due Dec 2018)

Professional Expectations Framework (Becky Ward – decision re: if analysis is necessary due Sep 2018)

LEARNING ENVIRONMENTS 2020

[Event Capture \(including Auto-scheduling\)](#)

[Programmatic Blackboard \(in consultation Sep 2018\)](#)

[Anti-Plagiarism – Turnitin \(in consultation Sep 2018\)](#)

ENTERPRISE AND EMPLOYABILITY 2020

Graduate Enterprise (Donna Whitehead – draft due Jul 2018)

Student Enterprise (Rob Ingram, Lucy Wicksteed – draft due Jul 2018, waiting for SUV paper to be formalised)

Student Zone (Donna Whitehead – draft due Jul 2018)

Enhanced Year: 360 Award (Rob Ingram – draft due Jul 2018, waiting for appointment of PM)

Enhanced Year: Induction/Calendar (covered by L2020 Equality Analysis)

[Enhanced Year: Grand Challenge](#)

ENHANCEMENT FRAMEWORK (IN CONSULTATION SEP 2018)

Information (Sarah Townsend – analysis due to be undertaken Sep 2018)

[Assessment Offences \(in consultation Sep 2018\)](#)

ⁱ **Protected characteristics** are as identified by the Equality Act 2010 (The “Others” row is an exception to the legal protected characteristics. However, as UWE is interested in providing the best learning and working environment for all our members we encourage active thought for all diversity groups that proposals/activities may effect, for example International students or widening participation groups.

ⁱⁱ 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. An illustration of this principle could be: establishing a new equalities group to consult on setting up a new service to support students, and for future consultation or ongoing networking. Can we think of a better example?

ⁱⁱⁱ 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, except 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 for due to a legal requirement, identify the legislation and considerations you have considered to reduce the negative impact and/or rationale for the decision.