

# 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)

Programmatic Blackboard

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.

Yes. Programmatic Blackboard will deliver a better user experience for all staff and students, including those from equality groups. Staff will be able to more easily present programmes of study online to their students in a more coherent manner than the current list of modules. Staff will also be able to highlight important aspects of the programme and the learning timeline to students. As a result students will be better supported and receive more coherent information about their programme of study.

Particular equality groups who will benefit:

- Students whose first language is not English
- Dyslexic students
- Students who use assistive technology to interact with online resources

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.

No

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.

Yes

### Equality analysis screening sign off:

Faculty Dean or Head of Service	Tod Burton
Faculty / service	Learning 2020

Date	20.07.18
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**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)

Programmatic Blackboard

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

Create a new landing page and interface for every programme of study in Blackboard. The aim is to provide a clear and cohesive overview of the programme of study.

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

The current Blackboard landing page (generic design, not personalised) will change for each student, providing them with a personal landing page automatically tailored to them based on their student record and enrolment.

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

The product owner is the Head of Digital Learning. The project has a development team and a consultation group of staff and students. The governance of the project is through Learning 2020 board.

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

- User testing
- User feedback
- Consultation exercise

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
<b>All groups</b>	Overall these improvements will create a more accessible experience when logging into Blackboard.		

	<p>An page that is tailored to each students programme of study should eliminate potential stress as information will be easy to find.</p> <p>Another improvement for all groups is the increased visibility of student rep information.</p> <p>The new interface will also be responsive to specific settings a user has applied within their browser.</p> <p><u>Blackboard will continue to be accessible remotely to students and staff, to enable access for people from equality groups working away from campus. For example, people attending disability or transition-related appointments, as a reasonable adjustment for a disability, or to support child care or observance of a religious festival.</u></p>		
<b>Women and men</b>		The project is gender neutral. It will benefit all users.	
<b>Trans people</b>		The project will benefit all users.	
<b>Black and minority ethnic groups</b>	<p>Not exclusively BAME related, but more widely to students from disadvantaged backgrounds who will benefit from a more supportive online environment.</p> <p>The new page will rely less on text so this will be a positive change for students for whom English is not their first language.</p>		
<b>Disabled people</b>	<p>Students with dyslexia will benefit from a more visual interface that presents clearly the relationships of different elements of the programme of study.</p> <p>Students who require the use of assistive technology will benefit from a responsive interface and from reduced navigation overheads.</p>		

<b>Younger or older people</b>		The project is age neutral. It will benefit all users.	
<b>People of different religion and beliefs</b>		The project is beliefs neutral. It will benefit all users.	
<b>Lesbian, gay, bisexual people</b>		The project is sexual orientation neutral. It will benefit all users.	
<b>Marriage and civil partnership</b>		The project will benefit all users.	
<b>Pregnancy and maternity</b>	The project will benefit students who are time-poor as it will provide an up to date quick overview of their studies at any point in time, highlighting important information and upcoming assignments they need to submit.		

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

The project is following established best practice for learning design and web design, paying special attention to accessibility measures throughout the development. Both Disability Services and Marketing have been engaged during the design of the new page.

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).

n/a

9. Please indicate the level of equality relevance:

High

Medium

Low

10. **Equality analysis sign off:**

Faculty Dean or Head of Service	Tod Burton
Faculty / service	Learning 2020
Date	20 <sup>th</sup> July 2018

**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: Programmatic Blackboard

Plan completed by: Manuel Frutos-Perez, Head of Digital Learning

Service / faculty: Academic Practice Directorate

Issues	Actions required	Responsible Person	Resources required	Target date	Success Indicators	What progress has been made?
<b>Information/data required</b>	Research of sector solutions and standards (WCAG, UAAG and ATAG)	Manuel Frutos-Perez	workload	01/02/2018	Development Plan	Completed
<b>Consultation</b>	Ongoing consultation with user groups.	Sarah Salter	workload	ongoing	Feedback and engagement	Ongoing
<b>Monitoring and review arrangements</b>	Consultation Phase 2	Sarah Salter	workload	Start 01/10/2018	Feedback and engagement	Not started yet
<b>Publication</b>	It will be widely publicised to staff and students through a variety of communication channels	Head of Digital Learning (post currently vacant) Kevin Lowman Sarah Salter Alyssa Willis	workload	ongoing	Awareness	Widely communicated already to staff through a number of fora
<b>Other actions</b>	n/a					

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