UWE Bristol | University of the West of England

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	Attendance Recording
Project Manager and Contact	Caroline Ponting (Project Manager), Laura Collins (Project Implementation Manager)

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

The University would like to introduce Attendance Recording across all campuses. Collecting this data will allow the university to support students through their academic success, help improve their wellbeing and support our Mental Health Strategy.   For some programmes such as the Health Education, Nursing Midwifery and Allied Health Professions and all Degree Apprenticeship programmes, there is a requirement to provide attendance information along with all students who hold a Tier 4 visa.

 The university is yet to purchase an attendance recording system so it is not possible at this stage to outline how attendance will be recorded. This document reviews the potential impact of recording attendance overall.

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

The Attendance Recording Project reports in to the Attendance Recording and Learner Analytics Project Board for decision making. The board is chaired by the Pro Vice Chancellor and is made of senior colleagues within each faculty, ITS, Finance, Student and Academic Services and the Student's Union.

A stakeholder group has been established with colleagues from across the university in order to review work and make recommendations to the Project Board. This group consists of colleagues from all four faculties and Professional Service staff alongside representation from the Student's Union.

Advice will be sought from the Equality and Diversity team in regard to exploration of potential equalities impacts.

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[i] 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)	Attendance recording might lead to some individuals experiencing stress or anxiety in relation to both being monitored and in potentially being required to use new technology/system.

Attendance recording information will make up part of the overall student engagement levels that are being tracked within the MyEngagement system as it is acknowledged that there are other ways a student can engage with their course rather than simply relying on attendance. (The Learner Analytics Equality Analysis document reviews the potential equality impacts of implementing the MyEngagement system.) The option to include viewings of Panopto (event capture) videos as part of the engagement data is currently being reviewed.   This would mean that those students who were not able to attend a classroom session but who | • All comms relating to attendance recording will make clear the parameters of the recording, providing clarity of what will be recorded and that it will only extend to academic events. FAQs to be created for the website.
• Comms will be planned to ensure that students are provided with plenty of notice in regard to their engagement being rcorded as well as ensuring that staff are well prepared for any changes to their role.
• Full training and support will be given for any new technology or system introduced alongside comprehensive intranet guides and tasks which will be created with input from all relevant stakeholders.
• An email address has also been created for staff to | Caroline Ponting/Laura Collins | tbc | • Comprehensive comms messages have been distributed widely, staff and students are aware of the scope of the project and where to go for help or guidance.
• The existence of training guides and tasks for staff and FAQs for students.
• Successful implementation and completion of training materials. | |

	view the recording of the session would have their engagement with the session recorded as part of their overall engagement. The project is aware that being able to access a potential system off campus could benefit staff including disabled staff, women (as women still do the majority of caring work), pregnant people or those who observe a religion or belief.	feedback any questions or concerns. • Students will be made aware that they can go to any InfoPoint for guidance and support. • The project will explore the possibility of remote access options with potential suppliers.				
Age (older people, younger people)	It is not anticipated that attendance recording will create any issues for staff or students based specifically upon age.					
Disability, including mental health and non-visible disabilities	• Some staff and students may have difficulty accessing the training modules and any potential system that will be in place due to disability. • There is potential for the stress of the new system (as outlined above) to cause further anxiety to staff and students.	• When implementing a new system, testing will include ensuring that it works as expected with current technologies designed that some staff or students may be required to use. • Support will be available for students relating to any concerns regarding attendance recording	Caroline Ponting/Laura Collins	tbc	• Solution is implemented that works with assistive technology. • Staff and students have had the opportunity to express concerns and their requirements have	

		from both academic and Professional Services staff. • Accessible comms and training will be provided and reasonable adjustments can be put in place for staff who require additional support. This will take place through meeting with the individual and their line manager to discuss the requirements. • Comms will need to ensure that students are aware of how to inform staff of disability related absenses. Guidelines, instructions will need to be clear and reassure students in this situation. • Comms must also be clear that The Academic Attendance and Engagement Policy currently does not have specific threasholds in regard to minimum attendance students are required to meet (with the exeption of Tier 4 students).			successfully been met.	

Women and men	It is not anticipated that attendance recording will create any issues for staff or students based specifically on sex.	• Comms will be clear that The Academic Attendance and Engagement Policy currently does not have specific threasholds in regard to minimum attendance students are required to meet (with the exeption of Tier 4 students).				
Trans and non-binary people, including gender reassignment	It is possible that there could be some stress regarding misleading attendance recording information for students who may be required to miss some teaching events due to necessary medical or personal appointments.	• Comms will need to ensure that students are aware of how to inform staff of necessary absenses. Guidelines, instructions will need to be clear and reassure students in this situation. • Comms will be clear that The Academic Attendance and Engagement Policy currently does not have specific threasholds in regard to minimum attendance students are required to meet (with the exeption of Tier 4 students).				
Marriage and/or **civil partnership**	It is not anticipated that attendance recording will create any issues for staff or students based specifically upon marriage or civil partnership status.					

Pregnancy and/or **maternity**, including Adoption	It is possible that there could be some stress regarding misleading attendance recording information for students who are on maternity/adoption leave, as well as pregnant students who may require some time out.	• Comms will need to ensure that students are aware of how to inform staff of pregnancy/maternity/adoption absenses. Guidelines, instructions will need to be clear and reassure students in this situation. • Comms will be clear that The Academic Attendance and Engagement Policy currently does not have specific threasholds in regard to minimum attendance students are required to meet (with the exeption of Tier 4 students).	Caroline Ponting/Laura Collins	tbc		• Staff and students have had the opportunity to express concerns and their requirements have successfully been met.	
Race, including ethnicity and citizenship	It is not anticipated that attendance recording will create any issues for staff or students based specifically upon race.						
Religion and/or belief, including those without religion and/or belief	It is possible that there could be some stress regarding misleading attendance recording information for students who may be required to miss some teaching events due to religious observance.	• Comms will need to ensure that students are aware of how to inform staff of absenses related to religion or belief. Guidelines, instructions will need to be clear and reassure students in this situation. • Comms will be clear that The Academic					

		Attendance and Engagement Policy currently does not have specific thresholds in regard to minimum attendance students are required to meet (with the exeption of Tier 4 students).				
Sexual orientation	It is not anticipated that attendance recording will create any issues for staff or students based specifically upon sexual orientation.					
Other specific group (e.g. International or Access)	• Due to the particular requirement to record attendance for international students (Tier 4) and the unknown implications of leaving the EU there is the potential that these students may feel extra pressure. It may also lead to feelings of separation and marginalisation. • A positive impact may be that due to all students recording attendance in the same way this will potentially minimise the impact on Tier 4 students who are currently expected to report their attendance at specified times within the year. • Tracking the attendance recording information of Tier 4 students will mean that	• It is not possible to mitigate the possible effects of leaving the EU but there is a requirement to be mindful of them and the possible impact these unknowns are having on students and staff. • Attendance recording across the university for all students, in the same way, will not single out international students and will promote a more equal expectation of attendance.	Caroline Ponting/Laura Collins	tbc	• International students will no longer be required to 'check-in' to prove university attendance.	

	these students will evidence of their attendance that does not distinguish from their peers or require any extra effort on their behalf.					

[i] 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 can not 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)			No
What measure / statistic / data will you use to check if the activity has had a positive, negative or neutral outcome?	A pilot will take place ahead of any full university implementation of an attendance recording system. At the end of this pilot a survey will be distributed for staff and students included in the pilot to complete which will include questions in regard to the participants experience of the pilot and any positive or negative impacts they may have experienced.		
When will you review this Equality Analysis?	Tbc (when there is a confirmed attendance recording solution).		

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	Vicky Swinerd	Date	27/06/2019

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	
Faculty / Department / Service	
Date	

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

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.