

# Equality analysis form

**Equality relevance**    High ☐ Medium ☐ Low ☐

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

UWE Campus Card Project – this is a project to introduce a SMART Card to UWE and to support the HP Intelligent Building Project.

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

The Campus Card project originated within Facilities after an initial interest in developing a card payment system for UWE catering outlets. The feasibility study covered all cards within the University, highlighting the number of different cards in use, particularly by students and options available to UWE for a way forward. A number of companies presented on possibilities for the University, which led to the formalisation of the UWE Campus Card Project.

The Campus Card Project Board agreed that with the introduction of the HP Partnership, and 7 projects resulting from that, the focus would be on access control in support of the HP Intelligent Building Project including its supporting work, e.g. card production and card supply. The EPOS, Pharos and supporting myUWE and WPM developments would continue but as a lower priority.

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

The issue of a new UWE Campus Card to all staff, students, contractors etc. who currently hold a UWE ID Card. This is a proximity card using MIFARE technology (similar to an Oyster Card).

The change of the existing door access system from the current swipe access system to proximity readers suitable for use with the MIFARE (SMART) Card technology. This involves changing all existing readers on all campuses (almost 700 in total).

Timings for access control to be reviewed to standardise these where possible, this is to be done in agreement with the relevant Faculties and Services.

What will not change as a result of this project are the following:

- Access control levels allocated to staff, students, contractors etc. currently will be transferred across to the new system, including any access level awarded to enable access for disabled staff, students, contractors etc.
- All current door access readers will be replaced in the same location unless identified as no longer required (perhaps due to change of use) by the relevant Faculty or Service
- All door access readers will be replaced at the same height as they are currently

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

The Campus Card Project Board and Team.

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

The new access control system readers have been installed across all campuses to replace the existing door access system.

Current access control levels awarded to all existing staff, students, contractors etc. have been transferred successfully to the new access control system.

Issues arising as a result of the project are minor and are dealt with and resolved promptly.

Feedback in general regarding the new cards and the new access control system is positive.

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.

|                          | Yes  | No | Not known | Public sector equality duty |
|--------------------------|--|----|-----------|-----------------------------|
| Women, men, trans people | The name and title that will appear on the new card will be driven by the information held in ISIS. This may be different to the name and title printed on the existing cards held by staff. Women and trans people in particular may have concerns and opinions on how the information in ISIS should be presented on the card. |    |           |                             |

|  |  |   |  |  |
|--|--|---|--|--|
| Black and minority ethnic groups         |  | Communications are being co-ordinated though Marketing and so any language issues will be dealt with though the Marketing strategy.   |  |  |
| Disabled people                          | The new proximity card and readers may help or hinder differently disabled people. |   |  |  |
| Younger or older people                  |  |   |  |  |
| People of different religion and beliefs |  |   |  |  |
| Lesbian, gay, bisexual people            |  |   |  |  |
| Marriage and civil partnership           |  |   |  |  |
| Pregnancy and maternity                  |  | Other than cards issued as part of the pilot schemes cards are being posted to home addresses. Communications sent with card to take staff on maternity leave into consideration. |  |  |

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

One disabled staff member has reviewed the new proximity card and reader as part of the pilot. For this persons disability the new system was much better as it did not require them to remove the card from their bag and to swipe it, they just had to hold their bag next to the reader.

The Disability staff Network have been approached in order to show them the pilot scheme and to obtain their feedback, to date I am awaiting a response.

Student Services have been approached in order to liaise with disabled students regarding the new system, to date I am awaiting a response.

E&D Unit have suggested the Disability Awareness Society is also contacted.

Women and trans people's views need to be sought, possibly via the E&D Unit.

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).

Based on the feedback from disabled staff and students we can consider if any amendments can be made to the project plan such as the location and/or height of the readers.

It may be possible to publish to staff the information as it is currently held in ISIS. A procedure can be included in the card issue process to enable staff to amend ISIS should the information held be incorrect/out-of-date and a new card can be produced.

9. Equality analysis completed by:

|                   |                                 |
|-------------------|---------------------------------|
| Name              | Annette Blackburne              |
| Post title        | General Manager Site Operations |
| Faculty / service | Facilities                      |
| Date              | 20 <sup>th</sup> April 2012     |

Please return this form to the Equality and Diversity Unit for feedback and publication.

10. Confirmed by the Equality and Diversity Unit:

|      |   |      |                           |
|------|---|------|---------------------------|
| Name | Andrew McLean<br>Equality and Diversity Manager | Date | 25 <sup>th</sup> May 2012 |
|------|---|------|---------------------------|

# Equality analysis - action plan

## Appendix 1

Name of activity: UWE Campus card

Plan completed by: Annette Blackburn

Service / faculty: Facilities

| Issues                                    | Actions required  | Responsible Person         | Resources required              | Target date    | Success Indicators           | What progress has been made?  |
|---|---|----------------------------|---------------------------------|----------------|------------------------------|---|
| <b>Information/ data required</b>         | Impact of proximity card and reader on differently disabled people.                             | Annette Blackburn          | None                            | End April 2012 | Impact understood            |   |
|   | Issues around use of name and title data held in ISIS, particularly for women and trans people. | Annette Blackburn          | None                            | End April 2012 | Issues understood            |   |
| <b>Consultation</b>                       | Disability Groups – both staff and students.  | Annette Blackburn          | Meeting or e-mail communication | End April 2012 | Consultation has taken place | The Disabled Staff Network have been contacted as have SSD, responses awaited from both |
|   | Women and trans groups via E&D Unit and to include HR.  | Annette Blackburn          | Meeting or e-mail communication | End April 2012 | Consultation has taken place |   |
| <b>Monitoring and review arrangements</b> | Review post consultation.   | Annette Blackburn          | None                            | May 2012       |                              |   |
|   | Review in September 2012 when new access control system is fully operational.                   | Annette Blackburn          | None                            | Sept 2012      |                              |   |
| <b>Publication</b>                        | Equality Analysis Form to be published on E&D website.  | E&D Unit                   | None                            | End April 2012 | Published                    | E-mailed to E&D Unit 23 <sup>rd</sup> April 2012  |
| <b>Other actions</b>                      | Communication to be clear regarding how to use the new readers.                                 | Project Team and Marketing |                                 |                |                              |   |