

Liverpool Hope University

EQUALITY ANALYSIS

## **Equality Analysis Template**

Please ensure you read the accompanying guidance notes before completing this form.

This form is a written record that demonstrates you have shown due regard to the need to eliminate unlawful discrimination, advance equality of opportunity and foster good relations with respect to the characteristics protected by equality law.

### **1 About the Policy**

Name of the Policy/procedure/function:	University Academic Framework Redesign
New or amendment:	New
Intended aims/outcomes of the policy/procedure/function:	<p>This Equality Impact Assessment (EIA) evaluates the potential implications of the proposed redesign of the University's academic framework on students and staff. The key changes include transitioning from a three-term to a two-semester model and moving to a structure with smaller, more focused modules. This assessment aims to ensure that these changes promote inclusivity, fairness, and accessibility, in line with the University's commitment to equality and diversity.</p> <p>The transition requires significant curriculum redevelopment, documentation updates, and adjustments to teaching schedules. Completion of the majority of documentation will be at a central level. Academic teams will only be required to provide essential information which can be inserted into curriculum documentation by support teams. The curriculum project will be undertaken over a period of three years with only changes to Level F and C undertaken for September 2025.</p>
Senior Manager responsible:	Dr Penny Haughan

### **2 Is the policy/procedure/function equality relevant?**

Does the policy/procedure/function involve or have consequences for staff, students or others? If yes, state who will be affected.	Students, academic staff and professional service teams
--	---

### 3 What evidence has been used to help inform this analysis?

<i>Evidence relating to all protected characteristics</i>
<b>Student and Staff Consultation:</b> There will be continuous engagement with students and staff, with a particular focus on underrepresented groups, throughout the implementation process. The consultation revealed no evidence of potential equality concerns or differential impact. A Project Board, comprising staff and SU representatives, has been established to support this.

### 4 With reference to the data, what are the equality implications of the policy/procedure/function under the following headings?

<i>Characteristic</i>	<i>Impact</i>	<i>Mitigation/Action</i>
-----------------------	---------------	--------------------------

Age	<b>Potential Impact on Older Staff:</b> Staff members who have been accustomed to a long-standing academic structure may experience greater difficulty adapting.	<i>Mitigation:</i> Offering tailored training and phased transition support.
Disability	<b>Impact on Students with Disabilities:</b> Changes to the academic structure may necessitate adjustments to LSPs to ensure that students with disabilities continue to receive appropriate adjustments,	<i>Mitigation:</i> Assessment of individual student needs and collaborate with relevant support services to minimise any potential disruptions

	<p>such as alterations in teaching methods, assessment formats and classroom accessibility.</p> <p><b>Impact on Staff with Disabilities:</b> Changes in the academic structure may require adjustments to working arrangements to ensure that staff with disabilities can continue to perform their roles effectively. These modifications may include alterations in teaching formats, physical workspace accessibility, or administrative responsibilities.</p>	<p>to students' learning experiences. Student Life team involvement in planning.</p> <p><i>Mitigation:</i> Engage in ongoing consultation with affected staff members, their line managers and People Services to address individual needs and minimise any potential challenges via reasonable adjustment/s.</p>
Ethnic Group	<p>It is essential to ensure that changes to the academic framework do not disadvantage any ethnic group and that inclusivity remains a priority. The university's commitment to <b>"An inclusive and respectful approach to others, grounded in an understanding of different contexts, lived experiences, beliefs, and cultures"</b> will guide the implementation of these changes.</p>	<p><i>Mitigation:</i> Ongoing monitoring of the implementation of the new academic framework to help maintain an equitable and supportive university community.</p>
Gender	<p>The current academic structure does not align non-teaching weeks specifically with school holidays and the new model will maintain this approach. As a result, we do not anticipate any significant ramifications for staff in terms of childcare responsibilities.</p>	<p><i>Mitigation:</i> Recognising that caregiving responsibilities often disproportionately impact certain gender groups, particularly women, the university remains committed to supporting staff where possible through flexible working arrangements and parental leave policies. The predictability of a two-semester system can facilitate better planning for those with caring responsibilities.</p>
Gender reassignment		

Marriage and civil partnership		
Pregnancy or Maternity	<p><b>Impact on Students who take time away due to Maternity:</b> Changes to the academic structure may have implications for students who take time away due to maternity leave, particularly in terms of their ability to re-join their studies smoothly.</p> <p><b>Communication with Staff on Maternity Leave:</b> Changes to the academic framework are to be communicated to staff on maternity leave</p>	<p><i>Mitigation:</i> Clear re-induction process with personal tutors, providing appropriate academic support.</p> <p><i>Mitigation:</i> Updates regarding the academic structure will be communicated to staff on maternity leave through their Head of School to ensure they remain informed and can plan accordingly for their return.</p>
Religion or belief	<b>Consideration for Religious Observances:</b> A more conventionally structured academic calendar can allow better accommodation for religious observances, benefiting students from different faith backgrounds.	<b>Enhanced Support for Religious and Cultural Observances:</b> Ensure academic timetables and assessment schedules account for major religious and cultural events where possible.
Trans and non binary	Changes to the academic structure will uphold the university's commitment to inclusivity, ensuring that trans and non-binary staff and students feel supported and respected.	<i>Mitigation:</i> The use of inclusive language in all communications, policies, and academic materials.
Sexual orientation		

## 5 Further Actions Required

Issue	Action
-------	--------

<b>Financial Pressures</b> The shorter Christmas break due to changes in semester timing may disproportionately affect students from lower-income backgrounds in seeking seasonal employment.	<i>Mitigation:</i> Clear communication and financial support options.
<b>Assessment Pressures</b> The shift in assessment schedules could disadvantage students with specific learning needs.	<i>Mitigation:</i> Ensuring accessibility provisions and support structures remain in place and any other identified reasonable adjustments.
<b>Assessment timings</b> Opportunities for resubmission /reassessment have potential to be different for students on 'short fat' as opposed to 'long thin' 30C modules.	<i>Mitigation:</i> Registrar to ensure new iteration of the regulations presents equivalent and inclusive opportunities for assessment for all students, particularly those with disabilities.
<b>Potential Challenges for Caregivers:</b> Students with caregiving responsibilities may face difficulties in scheduling.	<i>Mitigation:</i> Early provision of timetables to students to enable appropriate arrangements to be made and tailored support where needed.
<b>Equity in Research Opportunities:</b> Variability in research time access across disciplines may emerge.	<i>Mitigation:</i> Ensuring the current transparent policies on workload allocation are observed in all subjects.
<b>Consideration for Foundation Year students transitioning into Year 1:</b> Students entering Year 1 from the Foundation Year will experience change in the structure of the academic year	<i>Mitigation:</i> Ensure Foundation Year students are well informed of the new structure being introduced. Provide a tailored induction package for this cohort which focuses on their transition to Year 1 and the support services available to them.
<b>Student and Staff Consultation</b>	Ongoing engagement with students and staff, particularly from underrepresented groups, throughout implementation.

<b>Support Services</b>	Ensure involvement of colleagues from student support services/People Service, particularly around disability, mental health, and financial support.
<b>Monitoring &amp; Evaluation</b>	Establish a working group to review the impact of changes including on matters related equality and diversity, over time.
<b>Training &amp; Development</b>	Provide targeted training for staff on adapting teaching and assessment methods to the new framework.

### **Potential for promoting equality of opportunity, inclusion and fostering good relations**

#### *Positive Impacts:*

- **Flexibility & Work Opportunities:** The two-semester model allows students more opportunities for part-time work and experiential learning, benefiting those from lower socio-economic backgrounds.
- **International Student Inclusion:** Aligning with international university schedules will facilitate study abroad opportunities and ease transitions for international students.
- **Curriculum Accessibility:** Smaller modules enable students to tailor their learning pathways, enhancing student engagement and catering to diverse learning needs.
- **Mental Health & Well-being:** Introducing flexibility in teaching schedules and options in the curriculum can reduce academic pressure and improve student well-being.
- **Inclusivity for Late Enrolment Students:** Additional 'catch-up' induction periods will support students entering via clearing, ensuring they integrate smoothly.

#### *Potential positive Impacts on staff:*

- **Research & Leave Flexibility:** Consolidated periods of non-teaching time provide opportunities for research, professional development, and leave.
- **Improved Workload Management:** More frequent and structured assessment periods help with workload predictability.

- **Increased Engagement with International Networks:** The alignment with international semester structures fosters collaborative opportunities.
- **Inclusivity for Staff with Caring Responsibilities:** This assessment identifies both opportunities and challenges in implementing the proposed changes. By proactively addressing potential negative impacts and leveraging the benefits, the University can ensure that the new academic framework is equitable and enhances the experience of all students and staff.

Name of person completing this analysis	Dr Penny Haughan
Job Title	Deputy Vice-Chancellor & Provost
Date of completion	Latest update following Project Board 14/02/25