**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)

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| The Learning Environments strand of the Learning 2020 Strategy will develop the digital tools used as part of learning at UWE Bristol. The development will be guided by students and staff needs and preferences. Pedagogical research into the requirements for effective teaching will be used to inform the priorities.  Given the timing of this equality analysis and the stage of developments, this document will make general statements about Learning Environments and make particular reference to the Event Capture Project. A review and update of this equality analysis will take place as and when other tools within Learning Environments are developed. |

1. 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.

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| The projects delivered through the Learning Environments strand have the potential to deliver positive outcomes for all students and staff, increasing support and provide the opportunity to share best practice. It will improve student satisfaction in regard to organisation and management, improved student retention and increased staff engagement.  Whilst delivering the changes, discussions about inclusivity will be part of the delivery. The Learning 2020 programme have also agreed inclusivity outcomes. |

1. 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.

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| Yes, as the digital learning environment will have direct impact on students and staff, supporting learning and teaching. |

1. 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.

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| YES, as this project will have implications for student and staff experience. This EA will be light touch due the Equality Analysis produced for [L2020 overall](https://share.uwe.ac.uk/sites/proj/lr2020/Equality%20and%20Diversity/Equality%20Analysis%20-%20L2020%20Sept%202015%20v6%20(final).docx). |

**Equality analysis screening sign off:**

|  |  |
| --- | --- |
| Faculty Dean or Head of Service | Jane Harrington  Deputy Vice Chancellor |
| Faculty / service | Tod Burton  Deputy Dean (FET) |
| Date |  |

**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)

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| **Learning 2020 Strategy: Learning Environments**  (see for more detailed information at the [L2020 Equality Analysis](https://share.uwe.ac.uk/sites/proj/lr2020/Equality%20and%20Diversity/Equality%20Analysis%20-%20L2020%20Sept%202015%20v6%20(final).docx) which was produced earlier. The project EA’s will refer back to this document. |

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

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| --- |
| Learning Environments aims to deliver best practice within digital learning environments with an aim to improve student’s satisfaction on this subject and improve staff engagement.  It will also aim to deliver parts of [the inclusivity outcomes](https://share.uwe.ac.uk/sites/proj/lr2020/Equality%20and%20Diversity/L2020%20Inclusivity%20Outcomes%20v3.pptx), which are agreed for L2020:  Innovative learning strategies & environments   * I am supported to and can access learning resources * Staff use language, tools, and media which embrace the diverse identities within our learning community * The university takes account of my physical and digital learning needs in supporting my learning * I am empowered to contribute my ideas to the design and development of my learning environment |

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

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| **Event capture**   * The roll out of a single lecture [event capture] system. Migration from multiple event capture systems to a single event capture system, Panopto. Providing the capability to record events in most of the teaching spaces across all campuses. Establishing the policy, training and support processes for the service. Majority of installation estimated completion date teaching block 1 academic year 2017/18.   **Connected activity** (will be part of future Equality Analyses)  VLE Continuous Improvement – Business Rules   * Improve the existing user experience for resits within Blackboard. This is a small scale initiative. Estimated delivery during academic year 2017/18.   Online marking Tool   * Improvements in functionality, usability and guidance for staff within the Blackboard environment. This is a small scale initiative. Estimated delivery during academic year 2017/18.   Programmatic Blackboard   * Develop the Blackboard virtual learning environment to enhance the programme student cohort identity and provide a consistent user experience across programmes. The project delivery will be phased. Phase 1 will focus on the development of a programme landing page. Estimated start date during academic year 2017/18.   Portfolio tools   * Implementation and adoption of Pebblepad online portfolio/workbook tool as the university’s preferred solution. This also includes the development of a support model. Estimated completion date to be confirmed.   Managed mobile devices   * Review of current use on mobile devices by students within learning and teaching at UWE. Clarifying requirements, engagement with ITS. Estimated completion date to be confirmed.   Shared Screen Technology   * Establishing university wide standard for installation of shared screen technologies (TEAL rooms) across university. Estimated completion date to be confirmed. |

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

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| Tod Burton, Deputy Dean, FET is the academic sponsor for this activity. |

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

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| The targets are set for the whole programme Learning 2020:   * Student survey NSS Organisation and Management and Learning resources * Retention measures – there is less than 7% difference in withdrawals between students from protected characteristic groups and non-protected characteristic groups. * Inclusivity measures – target reduced differentials, increase for all groups. * Staff engagement : staff survey: staff recommend UWE as a place to work and study   Measures specific to Event Capture and its Equality Analysis:   * Data demonstrating usage – viewing hours by event * Decrease usage of note taking support for disabled students but not at the detriment to attainment and retention of disabled students * User satisfaction – specific measures relating to equality groups in particular around student engagement and support/training provided to staff. |

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.

|  |
| --- |
| Overall |
| The Learning Environments activity has the potential to achieve positive benefits in regard to student satisfaction, retention and the student journey by delivering an inclusive learning experience for all students. Consideration of specific student and staff needs will form part of the consultation and implementation.  With particular reference to Event Capture: for some individuals the experience of being recorded, the length of time material is kept and who will have access may have a negative impact. This needs to be addressed clearly within a policy, processes and support available. |

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| --- | --- | --- |
| **Potential Positive** | **Potential Negative** | **Not known** |
| **Women and men** | | |
| Event capture will provide flexibility in learning for students with caring responsibilities. |  | Data demonstrates that typically men are more likely to withdraw from studies; are less satisfied overall and have poorer employability outcomes.  Improved learning facilities may have a positive effect on satisfaction and engagement. |
| **Trans people** | | |
| Event Capture will provide flexibility in learning for trans students who may have barriers in lecture attendance due to transition. | Clear guidelines will need to address the management of recordings in situations which may affect staff who have undergone a transition and may have recorded identifiable content available under their previous identity. |  |
| **Black and minority ethnic groups** | | |
| Possibility of captioning may be available to all [although this has not been decided thus far] which could be helpful as a revision tool for students to whom English is a second language. |  | Data demonstrates that typically BME students are more likely to withdraw from studies and have poorer employability outcomes.  Improved learning facilities may have a positive effect on satisfaction and engagement. |
| **Disabled people** | | |
| Event capture in particular will increase the accessibility of lectures for disabled people. The usage of mobile devices will increase options to engage with the lectures from home or outside the university.  Enable disabled students to increase IT literacy and accessibility to IT which will be transferred to life outside of University.  This technology will be available to all students and therefore may not require disabled students to make a specific application/request to support services. This could have a positive impact on students as environment is more inclusive. | The use of multiple digital tools might make it less accessible for some disabled students to use their own software strategies for study.  It is possible that some disabled students will need to sit at the front of the lecture and will not have the option to sit in a designated area outside of the video recording range. The project is investigating the camera range within teaching spaces. The current principle for Event Capture is ‘opt in’ and therefore recording is not mandatory.  The video resource is not accessible to students who have a hearing impairment without subtitling. The project are exploring the technical solutions for accurate subtitling based on need.  Staff could assume that event capture may remove the need for individual reasonable adjustments for disabled students. The Policy and supporting guidance will continue to emphasise that reasonable adjustments will continue to be implemented if required.  Being recorded could cause additional stress for staff with a mental health condition.  The project will aim to raise awareness of potential extra support some staff may need. | Data demonstrates that typically disabled students are more likely to withdraw from studies, are less satisfied and have poorer employability outcomes.  Some students will still require specialist note takers or support within the live environment such as BSL interpreters.  The ‘in lecture’ experience will still require consideration. There are a number of different disability issues to consider (alongside how these issues will interact with each other)-students within these categories will be consulted.  Staff: accessability and issues that might arise for disabled staff in using the technology also will require consideration and consultation. The project will carry out a benchmarking exercise with other institutions to gather information about staff use of Panopto and accessibility. The project will review the product’s [Panopto] accessibility. The project will request an item on the Learning Environments Advisory Board to review accessibility impact of new technology. |
| **Younger or older people** | | |
| Event capture will provide flexibility in learning for older students who are more likely to have responsibilities outside of study. |  |  |
| **People of different religion and beliefs** | | |
| Event capture will provide flexibility in learning for students who might have barriers in regard to lecture attendance due to religious observance |  |  |
| **Lesbian, gay, bisexual people** | | |
|  |  |  |
| **Marriage and civil partnership** | | |
|  |  |  |
| **Pregnancy and maternity** | | |
| Event Capture will potentially increase access to learning by providing more options to those with maternity and other caring responsibilities.  By having more options to study/review lectures at home or somewhere else, there will be more options for students in this group to continue studying. |  |  |

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

|  |
| --- |
| Inclusivity outcomes were agreed by the L2020 Strategic Board.  An EEE event was held in 2017 and was well attended.  Comments:  Academic/staff guidance material require stronger inclusivity element  Ensuring that the training itself is inclusive in format, approach etc  Lots of culture change can be exciting but also generates stress on staff and we need to ensure staff are supported  There will be student engagement activity and regular communications.  Consultation will take place with trade unions.  This equality analysis has been discussed with subject matter experts on both inclusivity and learning environment.  This equality analysis will go out for consultation on the website and brought to the attention of staff networks. |

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).

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| The project team will ensure that inclusivity outcomes are included in the discussions and deliverables.  It needs to be included in staff development, best practices, discussions about different assessments and it needs to be presented to students and discussed with via channels of student communication. |

9. Please indicate the level of equality relevance:

High 🞎x

Medium 🞎

Low 🞎

10. **Equality analysis sign off:**

|  |  |
| --- | --- |
| Faculty Dean or Head of Service | Jane Harrington |
| Faculty / service | Tod Burton |
| Date |  |

**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:

Plan completed by: Service / faculty:

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Issues** | **Actions**  **required** | **Responsible**  **Person** | **Resources required** | **Target date** | **Success Indicators** | **What progress has been made?** |
| **Information/data required** | Data accumulated (to add specifics for learning environment) | Suzanne Carrie | Student and staff compendium, E&D inclusivity checklist | 10/07/2016 | Data acquired and assimilated | Planned |
| **Consultation** | Project team, E&D team  Staff networks via E&D team  EEE event (23rd Feb 2017) for Learning Environments  Communication plan | Tod Burton | n/a | 04/07/2017 | Agreed EA | In Progress |
| **Monitoring and review arrangements** | Set up of monitoring measures after NSS results and students and staffing compendium results.  Review regularly with subject matter experts in project. | Tod Burton, Suzanne Carrie | Data collections as they come out | 2020 |  | Planned |
| **Publication** | Consultation pages |  |  | 27/07/2016 |  | Planned |
| **Other actions** | Ensure inclusivity is incorporated into best practice and staff development, software development in the team dealing with Learning Environment  Communication to all groups, ensuring representatives of all groups have the ability to discuss the outcomes of the deliverables of the project. | Tod Burton |  | During project, to be reviewed regularly |  |  |

Please return form to the Equality and Diversity Unit.