

Equality analysis form

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

The Faculty of Environment Learning Innovation Unit

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

The facilitate and, with Departments within FET, to develop new income earning delivery modes for UG, PG and CPD education. To include flexible learning including distance learning and technology enhanced learning.

To identify, promote and develop innovative and more effective teaching delivery and to enhance the use of technology in teaching (technology enhanced learning) in traditional face to face teaching and new modes.

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

The Faculty already has a learning development team (2 permanent and 1 temporary staff) but it's remit is out of date and it's structure and capacity not adequate to deal with the objectives of the new unit. The existing team will be reshaped to provide the key skills required. This will be from the existing staff pool. The unit may employ more people as skills within FET can be brought under the unit to provide focus.

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

Steve Galliford is the Director of Learning and Teaching Innovation in FET – reporting to Tod Burton Associate Dean.

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

Increase in Revenue from flexible learning delivery modes. Increase in NSS due to teaching enhancement.

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
Women and men		None	
Trans people		None	
Black and minority ethnic groups		None	
Disabled people			<p>Technology enhanced learning (TEL) will inevitably require staff and students to use computer technology. This may have an impact on staff who have a physical disability which prevents them from using computers. In cases such as visual or audio impairment for example software solution can be provided to ensure equality.</p> <p>The same point will potentially apply to students.</p> <p>However the advantages of technology enhanced learning due to it's flexibility can make it a highly beneficial study mode for disabled people.</p> <p>Obvioussly whether or not TEL has a positive or negative impact will be based on each individual case but on balance TEL will enable large advances in promoting equality.</p> <p>One example of this will be the use of electronic submission of assignments which negates the need to present work in person or post work.</p>
Younger or older people			<p>Students who engage in TEL will need access to minimum level computer facilities. The level which the FET unit is likely to place these will be at a relatively low level (e.g. the UWE ITS standard build). Students will obviously have access to UWE computers. However students studying at a distance or</p>

			those who cannot attend UWE facilities may need to have their own computer. There will be a cost implication in this and it is possible that financially disadvantaged students could be discriminated against. However the marginal cost of such equipment is relatively small. Most basic computers will suffice.
People of different religion and beliefs		None	
Lesbian, gay, bisexual people		None	
Marriage and civil partnership		None	
Pregnancy and maternity		None	

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

Consultation has taken place with FET Leader of Equality and Diversity and the UWE Education Innovation Unit. The UWE Disability Centre has also been consulted

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).

Clear signposting and communication for students as to where they can obtain information/support from within the Faculty or from Student Services.

9. Please indicate the level of equality relevance:

Low ☐

10. Equality analysis completed by:

Name	Steve Galliford
Post title	Director of Learning and Teaching Innovations
Faculty / service	Faculty of Environment and Technology
Date	30 th May 2012

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						
Consultation	2 week online consultation	E&D Unit	None	Asap	Analysis made available for comments	
Monitoring and review arrangements						
Publication	Publication on the E&D website	E&D Manager	None	On completion of the analysis	Analysis available online	
Other actions						