UWE Bristol | University of the West of England

Completed by: Petia Petrova Starting date:

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	Programme and Module Leader Development programme
Project Manager and Contact	Petia Petrova and Ros O'Leary, Associate Director of Academic Practice, Academicpractice Directorate

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

The Programme and Module Leader Development programme of activities and associated resources offers professional development opportunities that the Academic Practice Directorate (APD), with colleagues across UWE, will be delivering as part of an integrated programme to support the development of Programme Leaders (PLs) and Module Leaders (MLs). The programme does not include an assessed element.

The programme aims to create a shared expertise across all colleagues in PL and ML roles, and to offer development opportunities to other associated roles that may benefit from these. UWE benefits from attracting staff from a range of professional, and personal backgrounds. This programme is designed to ensure that all PL and ML colleagues are supported in their capacity to undertake these roles and continue to enhance their professional practice. Each development opportunity (workshops and webinars) offered as part of this programme has at its heart enhancing the student learning experience and academic programmes. Full list of workshops on offer is listed in Appendix 1; additional workshops may also be made available as the programme develops. Individual webinars are released on a rolling basis and topics confirmed as contributors are identified. Live webinar updates available here (Link available for UWE Bristol staff only).

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

Staff networks will be consulted as part of the EA process.

This programme is delivered as a collaboration between the Academic Practice Directorate (APD), Human Resources, the Learning Development Centre (LDC), Quality Enhancement Team and, importantly, the four university faculties. Representatives from each of these areas form a Steering Group for this programme. On an ongoing basis, a standing agenda item will be to monitor the potential equalities impacts. The focus of this monitoring is to ensure that the programme engages all relevant staff, that engagement patterns are representative of the target population of PLs and MLs, and to discuss any issues that may arise and need to be addressed.

This programme of activities is offered to support colleagues in their professional practice. There is no pass/fail element to it and participation is voluntary. Engagement patterns are monitored to capture the value, quality and reach of the programme. Where engagement with aspects of this programme is agreed with line managers as part of Professional Development Record (PDR) discussions, the range of dates and iterations offered, as well as the opportunity to seek bespoke and individual advice and support from the APD outside of this programme ensures that all colleagues can access developmental support as needed.

Attendance will be noted and added as part of the professional development record of the staff involved. Attendance policies and cancellation processes are standardised and aligned with wider APD and LDC operations.

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)	The series of development opportunities are designed to meet the learning and practice needs of PLs and MLs. All opportunities include practical elements that directly link to the performance of the PL/ML roles. This programme therefore is designed to have a positive impact on all colleagues in these roles. It is not anticipated that negative impacts will arise from this;	1. On registration, participants are asked to note what they hope to gain from each session, any specific learning requirements, and to request a 1-1 conversation with the workshop lead. 2. Engagement patterns will be considered as noted in point 2 above to ensure equality and	1. Petia Petrova and Ros O'Leary Becky Ward, with the support of the Steering Group	Ongoing Ongoing Ongoing	Record of concerns/suggestions raised and how addressed captured. Engagement patterns should be reflective of the population of UWE MLs and PLs.	Registration forms have been designed to capture this information Alignment of registration processes with LDC in order to be able to

| | however, this will be kept constantly under review.

Webinars are recorded, recordings, as well as live access to the webinars are available remotely. Workshops are practical hands-on collaborative spaces where personal experiences and expertise are accessed and shared. These are therefore not suitable for recording. However, companion materials to support PL and ML roles are being developed under the Education Essentials site due to be launched in the Autumn of 2019 and will be available to access.

The workshops will aim to combine quality and diversity when considering speakers. Content often includes an illustrative case studies, presenting an opportunity to include diverse voices and role models in the teaching community. Additionally, the workshops are a collaborative space where participants will be encouraged to bring their own lived experiences of | diversity of this programme.

3. This programme will also ensure that workshops and webinar leads meet their obligations in relation to ensuring materials meet the Learning Materials in Advance policy and guidance, and that any digital materials comply with the new digital accessibility regulations. | Russell Brooks | | All materials deemed compliant, and any concerns addressed promptly. | capture and analyse this information.

A workflow is being created to ensure that materials produced are monitored and that workshop and webinar leads have access to guidance, advice and training. |

	teaching and learning, ensuring each session benefits from the diversity of approaches, cultures and perspectives in the room. The programme of activities is communicated widely to reach all those who can benefit from the programme, including via the: APD Twitter account, LDC landing pages, Intranet, Weekly News for UWE Staff. Furthermore, these opportunities are made available to members of the Steering Group to promote widely and cascade within their faculties.					
Age (older people, younger people)	It is not anticipated that there will be particular negative or positive impacts on this groups. Flexibility in programme scheduling accommodate the needs of individuals as they arise.					
Disability, including mental health and non-visible disabilities	As part of the booking process, participants are asked before the start of the programme of any Reasonable Adjustments that we should make, and also to inform us of any facilities or support required.	All LDC landing pages for each workshop will signpost to any relevant materials in advance. PowerPoint templates used by workshop and webinar	Workshop leads Russell Brooks and Andy Birch	Ongoing October 2019	All landing pages signpost to relevant materials in advance All workshop leads monitor and ensure	UWE PowerPoint Templates are currently being reviewed and adjusted to

	Registration forms will also note any request for a 1-1 conversation with workshop leads from participants. Workshop leads make appropriate adjustments to respond to this, liaising further with participants where necessary. Indicative examples of support may include facilitating participants sitting close to speakers if they have hearing or visual impairments, ensuring the room and activities are accessible to those with wheelchairs or mobility restrictions, etc. The team will also take proactive steps to increase accessibility, modelling the kinds of changes we will be expecting of others. This includes complying with the Materials in Advance policy and ensuring our materials are accessible, using UWE's new Ally product which assesses the accessibility of materials.	leads will be monitored for their accessibility.			materials accessibility	ensure compliance. Guidance to workshop and webinar leads, signpost to steps and expectations that leads need to take. Administrative workflow instituted to monitor compliance of leads.
Women and men	There are different iterations of the workshops scheduled over the course of the academic year. Typically,	Variety of dates and times are offered, allowing for flexibility in choice.	Petia Petrova and Ros O'Leary			Flexible scheduling instituted

	workshops will be scheduled between the hours of 10:00-16:00, to facilitate participation of colleagues with caring responsibilities.	Registration forms also allow for any issues to be noted and addressed (need to leave early and pick up a child from school, for example)				Registration forms created. An administrative workflow to ensure that workshop leads are alerted to any concerns raised and have access to participant learning needs in advance.
Trans and non-binary people, including gender reassignment	It is not anticipated that there will be particular negative or positive impacts on this groups.					
Marriage and/or **civil partnership**	It is not anticipated that there will be particular negative or positive impacts on this groups.					
Pregnancy and/or **maternity**, including Adoption	People who are pregnant, on maternity, paternity or adoption leave may need more flexibility in relation to dates. Offering a number of learning opportunities over the course of the academic year will allow colleague to choose dates and times that best suit their needs.	As noted in section 'Men and Women' above				

	Please refer to 'Women and Men' section for full details above.					
Race, including ethnicity and citizenship	The programme is designed to ensure all new PLs/MLs (as well as existing PLs/MLs) have access to foundational knowledge and understanding that would support them in their role, and that the learning needs of each participants are considered prior to each session. The programme design acknowledges the diverse staff body, including individuals from many different teaching traditions, by ensuring that no implicit expectations on prior knowledge or specific jargon and competence are placed on staff. It is inherent in the programme design that it ensures all staff are offered explicit developmental opportunities in areas related to key aspects of their roles and professional practice as PLs or MLs. Thus, BME groups and colleagues from international HE backgrounds will benefit from the opportunity afforded to all UWE ML and PL staff.	Actions as listed section 'All' above				

	See details in 'All Actions' above for how addressed. A key aspect of this programme is to allow safe space and time to acknowledge, surface and share expertise in the room. Workshops in particular offer space for MLs and PLs to work together, share experiences and as such benefit from acknowledging the expertise that each participants brings and the learning opportunity it offers others. See comments in section 4 below on evaluation approaches.				
Religion and/or belief, including those without religion and/or belief	It is not anticipated that there will be particular negative or positive impacts on this groups. Where issues relate to scheduling and observance of religious festivals and customs, flexibility noted in section 'All' and 'Men and Women' applies.				
Sexual orientation	It is not anticipated that there will be particular negative or positive impacts on this groups.				

Other specific group (e.g. International or Access)						

[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)		3 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?	Each workshop and webinars is evaluated with a short questionnaire capturing a Likert scale measure on how useful the session has been perceived to be. Open questions allow for participants to note what they have gained, what practical steps they will take as a result of the training, to suggest improvements to the session or to commend aspects of the session. Opportunity to note any other comments is also offered, as well as to request 1-1 meeting to discuss any issue of importance to the participant. An administrative workflow process is then instituted where the feedback is shared with workshop/webinar leads for reflection and enhancement of practice between each iteration of the workshop. The Scheme leads then have oversight to ensure that this has been enacted In addition, please see section 2 for monitoring engagement patterns of those with protected characteristics, with the aim to ensure that the programme engages all relevant staff, that engagement patterns are representative of the target population of PLs and MLs		

When will you review this Equality Analysis?	Summer of 2020 this programme will be reviewed and annual planning for 2020-21 conducted (ongoing monitoring at termly Steering Group meetings)

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	23.08.19

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	Elizabeth Cleaver
Faculty / Department / Service	Academic Practice Directorate
Date	03.09.19

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
Open up workshops to aspiring PLs and MLs	This has now been included as part of future processes (and signposted on n LDC landing pages where workshops and webinars are advertised).
Consider and ensure diversity of the contributors and participants of this programme of activities.	Inlcuded as part of standing agenda for the Steering Group to review and and discuss areas for further consideration

Completed by: Petia Petrova Starting date:

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.

Programme and Module Leader Development: 2019-2020 Programme of Activities and Resources

Introduction

The UWE Programme and Module Leader Development programme of activities and resources is designed to support colleagues transitioning into Programme Leader (PL) and Module Leader (ML) Roles. It is offered as part of the Academic Practice Directorate's wider UWECPD framework. This document captures the full list of opportunities offered at month of issues (August 2019).

> Full, up-to-date details on each development opportunity, and live updates on next available dates, can be found on the Staff Intranet Guide for this Programme.
>
> This programme part of the full suite of Learning Development Centre training and development opportunities.

Programme and Module Leader Development plans (2019-2020)

Core PL workshops- specifically designed for PLs:
- o Introduction to the Programme Leader Role
- o Academic Leadership for PLs
- o Promoting Student Wellbeing
- o Programme Leader Data
- o Effective Curriculum Design: Introduction to UWE Enhancement Framework
- o Widening Participation, Inclusivity and Diversity for PLs

Core ML workshops - specifically designed for MLs:
- o Introduction to Module Leadership: Responsibilities, Processes and Quality Assurance
- o Effective Curriculum Design: Introduction to UWE Enhancement Framework
- o Promoting Student Wellbeing for MLs (in development)
- o Widening Participation, Inclusivity and Diversity for MLs (in development)

Open workshops designed to support PLs, MLs and their wider programme teams:
- o Professional Development and Employability
- o Designing Effective Assessment and Feedback Strategies.
- o Creating Meaningful Learning Outcomes
- o Programme Enhancement Review (in development)
- o Designing Discipline-Focussed and Practice-Led Curriculum (in development)

Online learning opportunities and resources (including webinars):
- o In addition to face-to-face workshops, the APD developing online learning materials (including PL/ML webinars). For further details, please visit the PL and ML webpages.

Please note that although these workshops have been designed with the key roles of PL and/or MLs in mind, staff in other roles may also benefit from engaging with these workshops. Each workshop LDC landing page offers further details of staff groups who may find individual workshops of benefit.

What can you do next

1. Sign up to individual workshops.
2. Sign up to our distribution list.
3. For details of faculty-based ML/PL professional development opportunities and support, please contact:
    - o ACE: Jeanette Sakel.
    - o FBL: Sara Bird.
    - o FET: Judith Ritchie.
    - o HAS: Jennifer Dye.