

Learning, Teaching and Assessment Strategy

Effective Time Period: 2010-2015

Ownership: ASEC

Operational Offices: Dean of Studies; Academic Registrar's Office

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Mission Statement

Placing students at the centre of its work, Central develops practitioners and researchers who shape the future of theatre and performance across the UK and beyond.

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1. Rationale: Context, Values, Approach

The Learning, Teaching and Assessment strategy (LTA), 2010-2015, emerges directly from the current Corporate and Academic Plans, the previous Learning and Teaching Strategy (2007-2010), the current Assessment Handbook (recently updated within the Handbook of Academic Regulations) and recommendations from the 2008 QAA audit. It is influenced, also, by a range of internal and external additional policies, strategies and guidance as well as current 'matters arising' (see Section 5). Relevant objectives from other internal strategies are reflected in the aims and objectives of the LTA, therefore.

This new LTA strategy:

- incorporates 'assessment' in addition to learning and teaching, promoting pedagogical principles of integrating assessment as an important part of a cyclical learning process;
- recognises and continues to interrogate - and thus define - Central's position as a 'university conservatoire' where learning, teaching and assessment styles are appropriately eclectic for courses that include practical rehearsal room based work with high contact hours, semi-autonomous design and craft 'studio learning', industry-related placements as well as more conventional lectures and independent study.
- Reflects the vision and principles articulated in the Corporate Plan and Assessment Handbook (see below) which represent the core values of all learning, teaching and assessment at Central. The 2010-2015 strategy focuses on particular developments and emphases for the next five years and is compliant with the School's current Academic Plan.

Learning, Teaching and Assessment Values

Learning, teaching and assessment at Central supports the creation of specialists with a disciplinary understanding and expertise to the highest point achievable at their particular level. Graduates will be knowledgeable, intellectually acute, reflexive and employable.

Learning, teaching and assessment at Central is, and will be, consistent with the values in Central's Corporate Plan and principles in the Assessment Handbook:

We are committed to:

- maintaining our distinctive ethos as an HE conservatoire at the crossing-point of HE, industry and community. This consists of a fluid combination of scholarship and research, industry-related vocational training and research-informed teaching;
- recognition that enhancement of learning is a project for staff and students alike, and that it takes many forms and relationships;
- active encouragement of diversity as a basis not only for an enriched learning experience but also for an enhanced working environment;
- opening doors to our disciplines for new thinkers, makers and practitioners in dispersed and diverse communities and seeking to lead participation in varied but interrelated communities of interest and study.

(Corporate Plan)

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- Assessment should be fair, valid, reliable and appropriate to the level of award being offered.
 - Assessment should support the development, demonstration and (where relevant) measurement of the intended learning outcomes of the course;
 - Assessment tasks should be marked or graded in relation to explicit criteria;
 - The forms, processes and implications of assessment tasks should be made clear to students, tutors and assessors, including visiting or learner support staff who have input to assessment.

(Assessment Handbook)

2. Aims and Objectives

Aim 1:	We will enhance Central’s current learning, teaching and assessment processes, ensuring best possible practice.
Objective 1:	Seek to improve parity and transparency of academic standards by improving commonality of quality processes (e.g. introduce common student feedback forms; rationalise undergraduate classification, credit and assessment criteria)
Objective 2:	Continue to develop internal and external staff awareness of pedagogical processes through, for example, implementing a policy to assure quality of the teaching at Central and encouraging research-informed teaching.
Objective 3:	Enhance cross-Faculty connections and increase opportunities for exchanges of ideas and analysis at all levels (e.g. PhD student teaching and engagement with M and H level delivery; cross-course working groups; thematic reviews; increase shared units and teaching).
Objective 4:	Promote and further realise the potential of current initiatives (e.g. the Masters Framework; uses of technology-enhanced learning mechanisms) in enhancing learning opportunities.
Objective 5:	Continue the development of technology-enhanced learning environments and enhance, also, the physical learning environment (estates and physical learning resources) by continued consideration of learning and teaching issues in corporate and estate planning processes.
Aim 2:	At a time of economic, political, cultural and technological transition for the arts and humanities, learning, teaching and assessment activities in Central will prepare students appropriately for changing modes of employment and/or further study.
Objective 1:	Identify industry-related key needs (e.g. knowledge, skills) within course review processes to help inform admissions criteria, learning outcomes and assessment criteria.
Objective 2:	As part of Central’s ethos of high quality training and education for specific professions, embed and legitimatise preparation for ‘portfolio’ ¹ careers within course review processes (e.g. web-based communication and presentation, entrepreneurial and career-management skills).
Objective 3:	Embed into curricula awareness of emerging areas of legal compliance and/or ethical responsibility (e.g. health and safety issues or safeguarding policies) as they arise and, as appropriate, the disciplinary or vocational context.
Objective 4:	Ensure staff meet high levels of scholarship and research and relevant industry awareness to inform and maintain currency for their teaching of employable students.

¹ E.g. careers that might comprise multiple employment modes and applications of key skills and knowledge: an example might be a performer who also runs a company and undertakes regular teaching or research work in association with one or more HEIs.

Objective 5	Ensure modes of assessment consciously test rigours and protocols of subject knowledge.
Aim 3 :	Learning, teaching and assessment in Central will be inclusive and flexible, celebrating diversity.
Objective 1:	As part of review processes, all courses will consider flexible, inclusive learning modes such as part-time, 'distanced', or combinations thereof, utilising virtual and physical learning environments appropriately.
Objective 2:	Different models and patterns of enrolment/curricular engagement that widen potential access to Central will be developed and monitored (e.g. HEQF accredited CPD modules; 4-year models of internal progression; 'Study abroad' schemes).
Objective 3:	As part of review processes, all courses will identify, implement and review appropriate inclusive learning, teaching and assessment strategies (in accordance with the legally compliant updated Handbook of Academic Regulations) and consider the appropriate diversity of curriculum content.
Objective 4:	Different life experiences, cultural and /or social differences and learning styles will be supported through the curriculum and where necessary, additional support will be embedded into course delivery (e.g. inductions; writing skills; recognising cultural differences in learner context through variations in methods of learning and assessment; incorporating reflexivity as a tool for learning progression).
Aim 4:	Increase awareness and engage staff and students in reflective critical discourses about emerging social, economic, political and disciplinary issues that will affect the future of their discipline.
Objective 1:	At course review and in feasibility studies for new provision, consider which developing political, social, economic or legislative agendas might affect the future statutory environment within which the course operates.
Objective 2:	Facilitate greater student and staff awareness of the carbon-emission and sustainability agenda in relation to their disciplinary contexts and the effects of possible future policy on their practice.
Objective 3:	In order to inform course review and future planning, facilitate wider staff and, where appropriate, student understanding of the HE policy landscape and its contexts (e.g. intellectual shifts in discipline; Masters' subject benchmarking; review of external examiners; two year degrees).
Objective 4	Include 'live' issues within curricular discussion (e.g. in seminars) and where appropriate through course modification. (For example: taking stock of vetting and barring procedures; public benefit of the arts; notions of the creative and knowledge economy as they affect HE policy and arts/academic practice).

3.	Action Plan	<i>This grid should be used to outline specific action points relating to the broader aims and objectives outlined above. Action points support the “SMART” objectives – <u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>ealistic and <u>T</u>ime related.</i>		
Aim	Objective	Action Details	Responsibility	Timeline
1	1	ASEC to establish working groups as relevant. Specifically: <ul style="list-style-type: none"> • Common feedback form • Undergraduate coherence and embed 	ARO/Fac Man ARO/DoS office and course teams	2010/11 2009 (working party) 2010-2014 (to embed)
1	2	Specifically: <ul style="list-style-type: none"> • Appraisers to include discussion about research where relevant as well as staff development issues • To implement a policy in assuring quality of teaching 	HR DoS, ARO, HR	2010/11 2010/11
1	3	Specifically: <ul style="list-style-type: none"> • PhD teaching to be identified in annual monitoring reports and encouraged in Faculty Management and ISTLA • Cross-course working groups to be formed • Thematic Reviews e.g. placement; admissions to be facilitated 	Research office, DoS office, ARO ASEC ASEC	2010/2011 Annually Annually
1	4	Specifically: <ul style="list-style-type: none"> • Embed Masters Framework and review • Further realise uses of 'technology-enhanced learning' as outlined in advice from e-learning working party 	DoS office/ ARO ASEC/e-learning working party	2010/11 2010 -15
1	5	Continue to implement relevant cross-School working groups and systems that include academic teaching members of Faculty in relevant discussions e.g. on Learnzone.	CMG	2010-2015

2 and 3	1,2,5 1,3	All to be incorporated into review processes after adding relevant section to Review guidance headings.	ARO ; DoS office and course teams	2010-2015 (after changes made to review templates in 2010/11 and 2011/12)
2 and 4	3 1,2	To be initiated from several sources and advised through: staff e-mail; ISTLA; working groups; other sources. To be monitored through annual monitoring report headings	DoS office after initiation by relevant department head ARO	2010-2015 Annually from 2010/11
2	4	Use ISTLA and staff development programme and include as a particular emphasis in appraisal scheme.	DoS office ; HR	Ongoing (ISTLA; staff dev applications) and from 2010/11 (in appraisal forms)
3	2	Include in ongoing discussions in Admissions agenda	CMG although devolved in operation to DoS office and Admissions operations group.	Ongoing
3	4	Specifically: <ul style="list-style-type: none"> • Review inductions each year • Writing skills support for non-disabled students to be introduced. • Pilot 4-year progression with B ATP and MA Scenography • Run session/s on cultural variations in student expectations • Consider reflexivity in learning progression in review cycle More generally: through ongoing ISTLA sessions and course team debates.	Fac Bd via CCs S3/ARO to evaluate Fac Man ISTLA ARO	Annual Evaluation during 10/11 with implementation from 2011/2012 2011 (start)-2015 2010/11 and repeat as necessary 2010-15
4	2	Respond to guidance and implement the Carbon Management Plan appropriately	CMG	2011 on?

4	3	ARO (and, sometimes, DoS office) to bring such issues to Academic Board, Faculty Board and ASEC. Dissemination of action to be implemented from the relevant bodies.	ASEC , Fac Bd, Fac Man	Ongoing
4	4	Actions will include dissemination of 'live' issues from a range of sources (e.g. CMG; ASEC) which will include actions to be taken. Course teams to develop relevant curricula matters in team meetings; DoS office to request for annual discussion.	ASEC/CMG and others DoS and course teams	Ongoing From 2010 onwards.

4. Key Risks in Delivery

Outline any strategic and operational risks that this strategy may have. These will be included in the Strategic Risk Register and should be placed in the Departmental Operational Risks Register as appropriate and monitored via the Committee that has ownership of the Strategy as well as CMG.

Strategic Risks:

Risk	Probability of Occurrence	Consequence of Occurrence	Risk Score	Action to Manage Risk
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There are no specific key strategic risks at the time of writing the strategy that should be recorded in the institutions risk register.

- 1
- 2
- 3
- 4
- 5

Operational Risks:

Risk	Probability of Occurrence	Consequence of Occurrence	Risk Score	Action to Manage Risk
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There are no specific key operational risks at the time of writing the strategy that should be recorded in the institutions risk register.

- 1
- 2
- 3
- 4
- 5

5. Equality and Diversity Impact Assessment

Use the table below to highlight any specific groups where the strategy may either have a positive impact or if there is likely to be a negative impact on certain groups relating to contributing and/or promoting equality, equal opportunities or improving relations within equality target groups.

PLEASE NOTE: A PILOT EQUALITY IMPACT ASSESSMENT IN A NEW FORMAT HAS BEEN UNDERTAKEN ON THE LTA STRATEGY. IT IS ATTACHED. THIS IS BEING BROUGHT TO CMG AS WELL AS THE VERSION (BELOW) THAT HAS BEEN PREVIOUSLY AGREED AS PART OF THE PROCESS OF THE LTA.

		Positive impact it could benefit	Negative impact it could disadvantage	Reason
Gender	Women	Yes		* The LTA is embedded in School principles of equality of access and opportunity to all matters of learning, teaching and assessment
	Men	Yes		As above *
Race	<i>Indicate which minority group</i>	All		As above *. In addition, it promotes celebrating diversity.
Disability	Physical and sensory	Yes		As above*. In addition, the strategy asks for consultation between academic learning and decisions about the physical learning environment.
Sexuality		Yes		As above*
Gender Identity	Trans gendered people	Yes		As above*
Age	Older people (60 +)	Yes		As above*
	Younger people (17-25), and children	Yes		The majority of the student body is aged between 17 and 25. However, the strategy encourages outreach connections with, for example, children.
Belief	Faith groups	Yes		As above*.
Equal opportunities and /or improved relations		Yes		As above*.

Equality and Diversity Impact Assessment – Negative Impacts	
	<i>If you have indicated there is a negative impact on any group, is that impact:</i>
A	Legal? (i.e. it is not discriminatory under anti-discriminatory legislation) YES/NO
B	Intended? YES/NO
C	Level of impact LOW/HIGH
D	Could you minimise or remove any negative impact that is of low significance? And how?

If the negative impact is possibly discriminatory and not intended and/or of high impact you should consult with Human Resources before taking the strategy any further.

6. Other Strategies:

Use the table below to indicate any relationships between this and other strategies in the School.

Strategy	Relationship?	Reason
Corporate Planning Statement	YES	The CPS remains the overall guide for all activities of the School and is, thus, the 'parent' document for the LTA. Specific relevant points have been incorporated into this strategy e.g. courses should consider flexible learning modes.
Academic Plan	YES	The current Academic Plan incorporates the recent Learning and Teaching strategy as central to its strategic and operational aims. Like the CPS, it guides the LTA. In addition to referring to this document for the new LTA, we expect the LTA to influence the next iteration of the Academic Plan.
Learning and Teaching Strategy 2007-10	YES	The recent L and T strategy has influenced the new LTA. Certain points have been carried forward such as research-informed teaching, e (or 'technology-enhanced')-learning.
Research Strategy	YES	The LTA has taken account of the Research strategy and incorporated cross-over areas e.g. the crossing point of HE and community; facilitate PhD students in Central's wider activities.
Widening Participation Strategy	YES	The LTA has taken account of the WP strategy and incorporated cross-over areas e.g. consider content of curricula for their cultural content; to consider more closely international students in our delivery of, for example, assessment procedures.
The Disability Equality Scheme	YES	The LTA has taken account of the WP strategy and incorporated cross-over areas e.g. Develop processes for identifying core competencies for each course; review student feedback arrangements.

In addition

The following have influenced the new LTA:

1. QAA audit recommendations, 2008
QAA Codes of Practice (and potential forthcoming changes) and other validating
2. bodies e.g. HPC; TDA
3. FHEQ standards
4. Subject benchmark statements, and the future extension to M Level courses.
5. An awareness of forthcoming strategies or policies e.g. Health and Safety Debates arising out of faculty-wide ISTLA meetings (Interesting Stuff about Learning, Teaching and Assessment), particularly the extensive discussions that took place on assessment in 2008-2009 ISTLAs. This themed year was, itself, a result of the QAA audit recommendations and an awareness of, for example, NSS results.
A summary of ISTLA events 2008-2009 was used as one of the source documents in
6. forming this strategy.
Matters arising in ASEC (Academic Standards and Enhancement Committee) e.g. reports from the e-learning working party; the inclusive assessment working party;
7. course committee working party.
8. LTA strategies from ten other universities.
Current preoccupations e.g. the sustainability agenda, the winding up of CETT,
9. exigencies from government.

Core working party: Sally Mackey (Chair), Ross Brown, Steve Farrier, Tanya Zybutz, ML White, Martin Wylde, Catherine McNamara, Caroline Townsend (with Sheila Preston, Peter Bingham, Richard Hougham, Antony Loveland)

Departments or offices consulted:

Deputy Principal (Academic) (SS), HR (HF), Library (AL), Research (AL), TSD (PB), Corporate: (DS), Academic Registry (AR,JP), CMG (DS)

7. Communication and Dissemination

State how this strategy will be communicated and the results disseminated to other staff and/ students. For example: course handbooks, student handbook, intranet, e-mail circular, summaries to other committees

1. Through a staff e-mail
2. Through an ISTLA session of introduction and further sessions run in ISTLA relevant to the matters of the strategy
3. Through documentation that will be altered as part of the strategy e.g. Review guidance; Annual Monitoring headings.
4. Through introduction to student representatives at Course Committee and ASEC.

8. Monitoring and Impact Assessment

How will progress on the actions and objectives be monitored over the course of the life of the strategy? Committee responsible for the strategy shall ensure that at least one meeting each academic year for the life of the strategy has the progress on the strategy as an agenda item. Strategies with many aims, objectives and action points may wish to put progress as a standard agenda item for all meetings.

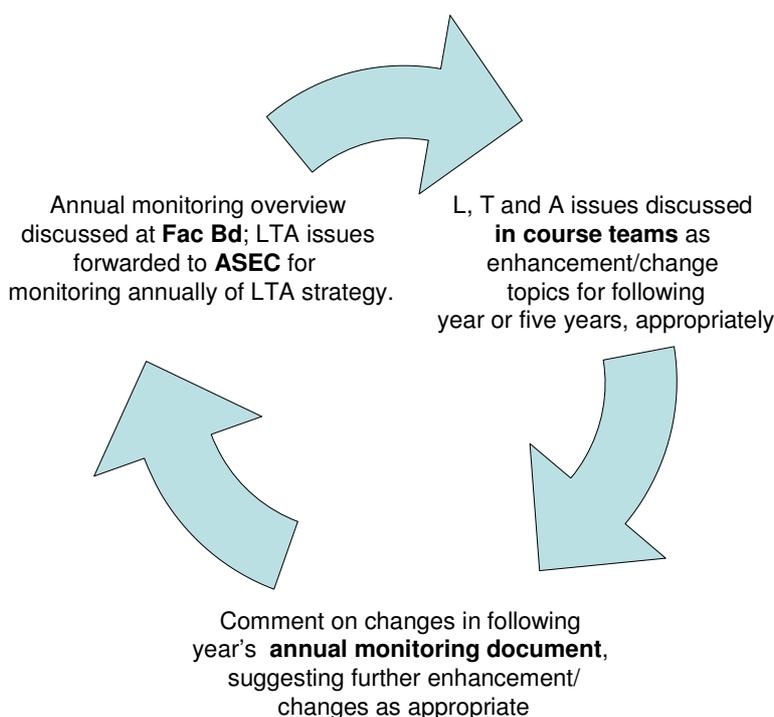
Clerk to ASEC to gather responses for an annual review of progress of LTA strategy and its impact on students, staff and systems.

Many of the actions will be part of course annual monitoring and quinquennial review processes. These will be captured through the cycle of monitoring and review, as published on intranet, and will be brought to the attention of Faculty Board and onto ASEC through overview arrangements. (See diagram below.) Impact will have been identified within the monitoring reports from course teams and will be further discussed at ASEC.

Actions and their impact outside the monitoring and review processes will be held by the office identified as responsible and will be gathered annually by the clerk to ASEC.

It is anticipated that the intention of the aims will be reflected in actions beyond just those named in the strategy; the strategy should influence the life of the School beyond actions that are conceivable currently. Where possible, these will be articulated in the annual review of the strategy.

Annual monitoring and quinquennial review cycles with reference to L,T and A processes



Stakeholders in Monitoring

Who should be involved in the on-going evaluation of the strategy?

ASEC primarily (see diagram above); individual offices responsible for actions also.

Key Performance Data

Establish what measurable information/data should be used to monitor the strategy, beyond monitoring progress on individual action points.

In addition to the monitoring of the completion of individual action points, the overall effects of the strategy shall be quantitatively monitored via the institutions student survey data which will include the National Student Survey (NSS), Postgraduate Taught Experience Survey (PTES), Postgraduate Research Experience Survey (PRES), Undergraduate First Year and Second Year Surveys and the Destination of Leavers Survey (DLHE). It is anticipated that the cumulative effect of the strategy shall, over its life span, be an increase on 2009/2010 levels of the general satisfaction of students as well as satisfaction in the specific areas of curriculum, teaching and assessment or at least the maintenance of 2009/2010 levels of student satisfaction.

9. Review of strategy

Outline how will the strategy be reviewed. What is the time-line for this, who shall be responsible? It should include an outline of the types of information that will be required to assess the success of the strategy. It should provide a deadline for the establishment of a successor to the strategy for when the period of the strategy has completed.

A formal review of the strategy will go to ASEC in 2015. This will make use of the annual review material collated for ASEC which itself will have made use of data from, for example, annual monitoring reports, review reports, Faculty Management minutes, ISTLA annual report.

This will inform the new strategy to be formed in 2015.

APPENDIX TO LTA: Pilot Equality Impact Assessment (September, 2010)

Equality Impact Assessment

Equality Impact Assessment is the **formal, systematic and thorough analysis** of proposed or existing policies, which **establishes and records** whether the policies affect different groups of people in different ways, and **takes action** to mitigate negative impact where necessary.

Impact assessment also looks for opportunities **to promote equality of opportunity**.

The purpose of completing an EIA is to achieve real and practical improvements in what Central does on a daily and strategic basis, for different groups of people.

Use the table below to highlight any specific groups where the strategy may have a positive impact or where there is likely to be a negative impact on certain groups relating to contributing to and/or promoting equality, equal opportunities or improving relations within equality target groups.

Completion of the Equality Impact Assessment should not be equated with 'doing' equality and diversity.

Please address different areas of equality separately and systematically. One of the risks of carrying impact assessments on all of the protected characteristics is that only superficial consideration is given to each.

If you can identify actions to improve the policy/ strategy/ process for one or more protected characteristics, do not wait for information on the other(s) before beginning to make change. The full Equality Impact Assessment does not need to be completed before any improvements are made.

Lead Author	Catherine McNamara	Secondary authors	Sally Mackey Stephen Farrier Lorraine Price
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Name of strategy the EIA relates to	Learning, Teaching & Assessment Strategy 2010-2015
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Summarise the main aim of purpose of the strategy	The vision and principles articulated in the Corporate Plan and Assessment Handbook (referenced in the LTA Strategy) represent the core values of all learning, teaching and assessment at Central. The 2010-2015 strategy focuses on particular developments and emphases for the next five years and is compliant with the School's current Academic Plan.
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The Equality Impact Assessment process

Part 1: complete in order to describe the range of information gathered, and research carried out in order to assess the impact of the policy/ strategy/ process.

Stage of the process	Prompt questions/ guidance	Responses
<p>Scoping</p> <p>(the range or extent of the information/ facts that are available)</p>	<p>What information and evidence is already available to help inform the EIA process?</p> <p>Consider both quantitative and qualitative information and outline it here.</p>	<p>Section 6 of the LTA outlines which other strategies and documents (including, for example, the WP strategy) have been used to inform the process of developing the strategy, and therefore this EIA.</p> <p>It also describes a set of other influences (p.13-14) which include:</p> <ul style="list-style-type: none"> - debates arising out of faculty-wide meetings which focus on matters of interest related to learning and teaching, particularly the extensive discussions that took place on assessment in 2008/9 (a themed year); - matters arising in ASEC e.g. reports from the e-learning working party, the inclusive assessment working party and the course committee working party; - LTA strategies from 10 other universities
	<p>At this stage, is further information required and if so, how is that information to be obtained?</p> <p>Are they key stakeholders/ groups that you should speak to e.g. specific student groups, part time staff, staff with disabilities etc.</p>	<p>The LTA has been through an extensive development and consultation process including Faculty Management staff, Course Committees, the LTA working party (as mentioned above) Deputy Principal (SS), DoS Office, ARO (AR and LP). Peter Bingham and Antony Loveland (TSD and Library) have seen it as part of the working party. It has been through ASEC also, to be forwarded now to CMG in September 2010.</p> <p>Still to have a look at the document are: HR (HF), Finance and Estates and CMG (DS), Academic Registrar (JP), DoR office.</p> <p>One further action is to be undertaken simultaneously, a pilot Equality Impact Assessment exercise. Whilst this has been undertaken once, the authors of this EIA see an opportunity for a more rigorous trial of the developing EIA process.</p> <p>As part of carrying out a second EIA, we feel we should re-visit the nature of the student involvement in the LTA and consult with specific student groups from the protected characteristics, possibly doing this via specific appropriate Student Union officers and/ or small focus groups.</p> <p>We would also like to collate information on all student complaints and appeals over the past 5 years (if possible) to identify any trends or patterns by way of assessing possible negative impacts of learning, teaching and assessment on particular groups of people.</p>
<p>Consultation & engagement and resultant data gathered</p> <p>(record of the nature of the consultation to</p>	<p>Which individuals, groups, experts (internal or external) and documentation has been approached?</p> <p>Consider a range of sources and methods such as statistics, questionnaires, purposely</p>	<p>This is similar to the info given above and in Section 6 of the LTA strategy.</p> <p>The CSSD assessment regulations are also a key document which informs the strategy and the EIA, so the existing regulations around grounds for intermitting, submitting mitigating circumstances etc. all pertain to the assessment of the impact of</p>

<p>indicate a thorough approach)</p>	<p>convened meetings, interviews, workshops and focus groups, existing committees, minutes from meetings, current policies, records held by support services/ H&S officers, links to intranet pages for example.</p>	<p>the LTA, on equality and diversity matters (and specifically the 9 protected characteristics).</p> <p>A core working party was selected to co-author the LTA, and the research, information and evidence gathered by them as part of the wider process of drafting the strategy, has informed the EIA process. Individual people on that working party represented specific areas of the School, so Stephen Farrier and Lorraine Price had previously co-authored the Widening Participation Strategy and the Disability Equality Scheme and are members of EOMC, for example.</p> <p>A one-day event was convened on 10th February 2010 where this core group analysed data. Notes were made by Deputy Dean of Studies (Sally Mackey) and are available for info.</p> <p>Below is an example (from those notes) of the way that Equality & Diversity related information/ CSSD policy was considered by the core working party, and informed the LTA strategy (and therefore this EIA):</p> <p>DISABILITY EQUALITY SCHEME</p> <p>Review student feedback mechanisms specifically in relation to disability and dyslexia.</p> <p>Objective: Develop processes for identifying core competencies for each course. (Action: This requires the review of core competences to be embedded in quality systems for review and validation.)</p> <p>Objective: Maintain a close relationship with inclusive assessment efforts as evolved in the Learning, Teaching and Assessment policy. (As inclusive assessment has a significant impact on learners with disabilities, this action requires that an impact assessment takes place during the writing of the learning, teaching and assessment policy. Also there should be a monitoring of the policy on students with disabilities.) This relates to the monitoring of impact of the LTA strategy (in this instance in relation to its impact on inclusive assessment).</p> <p>Additional: staff 'refreshment' to include training and development of staff in relation to how they work with/teach disabled students. Also, e.g. what must be passed on from IGRAS forms; what is optional.</p>
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Part 2: The Equality Impact Assessment

This table helps you to consider each protected characteristic and enables you to summarise potential positive and negative impacts **AND** record how you know these impacts may occur.

If there are negative & possibly discriminatory impacts, you should consult with the Equal Opportunities Management Committee as part of the process of addressing those impacts.

	(for more information on these sub-categories, please refer to the <i>Guidance on completion of EIAs</i> and/ or contact the Chair of the EOMC)	What are the potential positive impacts on: What are the opportunities to promote equality for:	What are the potential adverse or negative impacts on: What are the possible disadvantages or discriminatory aspects for:	Simple reference to evidence (e.g. the data gathered in Part 1/ other info that helps you to conclude there is a positive/ negative impact, or opportunity to promote equality or the potential for discrimination)
Sex	Women	We think the impact of the LTA strategy on women & men is equitable to both groups, and there are no potentially negative impacts on either.		
	Men			
Race	Asian/ Asian British	Inductions will be reviewed each year (via course committee meetings and then Faculty Board) to ensure that they properly establish a culture of equality and diversity among the student body in relation to all areas of E&D, but this will specifically address issues of race and cultural diversity.		LTA strategy Aim 3: Learning, teaching and assessment in Central will be inclusive and flexible, celebrating diversity Objective 4: Different life experiences, cultural and/ or social differences and learning styles will be supported through the curriculum and where necessary, additional support will be embedded into course delivery
	Black/ Black British			
	Chinese			
	Mixed Race			
	White/ White British			
	Travellers			
Asylum seekers				
Disability	Physical or sensory impairments	Annual review of the nature of assessment tools and learning & teaching methods will assess whether they are fit-for-purpose as inclusive approaches to L, T&A.		LTA strategy Aim 3: Learning, teaching and assessment in Central will be inclusive and flexible, celebrating diversity

	Learning difficulties or specific learning disabilities	This will enable academic staff to self assess their pedagogic practice and work with the ARO and DoS office to reflect upon and develop practice.		<p>Objective 3: As part of review processes, all courses will identify, implement and review appropriate inclusive learning, teaching and assessment strategies...and consider the appropriate diversity of curriculum content</p> <p>Objective 4: Different life experiences, cultural and/ or social differences and learning styles will be supported through the curriculum and where necessary, additional support will be embedded into course delivery.</p>
	Mental health difficulties or people with autism			
	Long term health conditions			
Sexual Orientation	Lesbian, Gay, Heterosexual and/ or Bisexual people		There are no apparent negative impacts but there is some discussion happening at the moment about the extent to which LGB students feel confident and comfortable to be open about their sexual orientation at Central. We would like to investigate this area.	Discussion at a meeting about the draft Mental Health policy; informal discussion with staff based in S3.
Gender Identity	Transgendered and transsexual people		As above, we would like to explore this category in terms of how the LTA strategy could contribute to a positive learning/ working environment for students and staff	<p>Informal discussion with transgender staff and students who report some low-level discriminatory attitudes in the School.</p> <p>The fact that we have not formally considered the impact of our learning, teaching and assessment processes on trans people until this point.</p>
Age	Older people (60 +)	The LTA encourages flexible learning		The CPS states that all courses should

		patterns which may benefit older students returning to study.		consider flexibility of learning modes (e.g. DL, p/t; blended); inclusivity (in considering mature students for example). Aim 3, Objective 2 of the LTA encourages this activity.
	Younger people (18-25), and children	The majority of our student body is in this age range. There are aspects of learning, teaching and assessment that support students to work with young people and children (e.g. BA DATE and MA AT), so while this is an indirect positive impact, the LTA Strategy does offer opportunities to promote equality for young people and children.		
Religion & Belief	Lack of religion and/ or belief (e.g. non-theistic belief such as atheism, agnosticism, humanism etc.)		Currently, each request to consider alternative assessment based on the way that religion and/ or faith affects the way that people live (and therefore study), is dealt with as it occurs. We think we could be more systematic, and develop a record of the types of requests that are made and the solutions that we offer. We also want to look at how we elicit information from students about their religion and belief in order to accommodate their needs and the extent to which we create an open channel of communication/ culture in this area.	Alternative assessments that have been put in place on an ad hoc basis and the current lack of guidance to support staff when faith-based requests relating to L, T & A are made.
	Faith groups (e.g. Judaism, Islam, Christianity, Hinduism, Buddhism etc.)			
	Political beliefs			
Pregnancy	Pregnant people	The intention to		Aim 3, Objective 3 (as

<p>and Maternity</p>	<p>People on, or returning from Maternity Leave</p>	<p>identify , implement and review appropriate inclusive L, T & A strategies supports students who become pregnant and take Maternity Leave during their studies</p>		<p>above)</p>
<p>Marriage and Civil Partnership</p>	<p>Marriage and Civil partnership is a protected characteristic under the Equality Act but it is not covered by the Public Sector Equality Duty. You do not need to consider this category.</p>			

Part 3: This is a reflective exercise leading to the formulation of solutions to problems/ challenges that arise as part of assessing the impact of a policy/ strategy/ process.

Stage of the process	Prompt questions/ guidance	Responses
Evaluation & analysis of outcomes/ findings	<p>Taking account of these views and this information, outline the potential challenges/ problems with the policy/ strategy/ process.</p> <p>Are there any communication or access issues; is there an issue with eligibility criteria which might exclude certain people; could any group claim discrimination in relation to the policy/ strategy/ process; is there a risk of complaint; is there a risk of loss of reputation for CSSD etc</p>	<p>1) There is some discussion happening at the moment about the extent to which LGB students feel confident and comfortable to be open about their sexual orientation at Central. Some individual students have raised this issue in discussion with S3.</p> <p>As yet, no student complaints have been received relating to this issue but there is a potential risk here and we would like to investigate the views of LGB students and staff in terms of the way the learning environment does or does not promote equality. We might ask staff and students, for example, is heteronormativity dominant in our L&T spaces and if so, how can we counter that?</p> <p>2) As above, we would like to explore the experience of trans students and staff at CSSD in terms of how the LTA strategy could contribute to a positive learning/ working environment for students and staff. This is not an exercise that has been carried out yet in the institution.</p> <p>3) Currently, each request to consider alternative assessment based on the way that religion and/ or faith affects the way that people live (and therefore study), is dealt with as it occurs. We think we could be more systematic, and develop a record of the types of requests that are made and the solutions that we offer.</p> <p>4) We also want to look at how we elicit information from students about their religion & belief in order to accommodate their needs and the extent to which we create an open channel of communication/ culture in this area.</p>
Actions	<p>What changes or modifications to the policy/ strategy/ process will be made in the light of this EIA?</p> <p>You should propose solutions that are practical, and you should suggest a range of solutions which include no-cost options as well as things which would</p>	<p>This EIA is a pilot. The LTA is in its final stages after two years of development. Rather than delay the implementation of the LTA, as a result of suggested evaluations and actions (e.g. consultation with specific student groups) it is expected that amendments to the LTA will be suggested in a year's time after further consultation is carried out. We recommend that EOMC and ASEC consult further on this.</p> <p>Action: convene a group of LGB staff</p>

	<p>require financial support.</p> <p>Which protected characteristic(s) do proposed changes relate to?</p>	<p>and students to discuss the LTA strategy to assess its impact on this group.</p> <p>Action: convene a group of trans staff and students to discuss the LTA strategy to assess its impact on this group.</p> <p>Action: review the ways that we collect information on students' religion and belief and the ways that impacts upon learning, teaching and assessment with a view to assessing the efficacy of our approach.</p> <p>Action: collate information on the alternative arrangements that have been made over the past three years relating to students' religion and belief with a view to providing guidance to staff.</p>
Monitoring and evaluation of changes	<p>How will these changes be monitored and evaluated?</p> <p>This might be through the E&D section of a course report, student feedback at course level and/ or course committee meetings.</p> <p>You should refer actions to EOMC to be incorporated into the Single Equality Action Plan, and you might incorporate actions into the relevant policy/ strategy/ process.</p>	<p>Findings from the above actions will be reported to ASEC and EOMC.</p> <p>These two committees will jointly assess the extent to which the findings should affect the LTA strategy.</p> <p>By referring the actions to EOMC, they will be incorporated formally into the Single Equality Action Plan and/ or the committee's annual programme of work (whichever is deemed to be most appropriate).</p>
Dissemination	<p>How will the various stakeholders (interested parties and those consulted) be made aware of the actions and changes made to the policy/ strategy/ process once it is approved?</p> <p>You should make amendments to the strategy/ policy/ process to include relevant new information or guidance.</p>	<p>Findings will be disseminated to the groups who are consulted (at a follow up meeting or via email), to ASEC and EOMC via the committee system and to the wider School community via Equality and Diversity briefings and staff meetings.</p> <p>The LTA strategy may amend one or more of its objectives in the light of the findings.</p>
Timeline (Short, medium and long-term actions, evaluation and dissemination)	<p>What is the timeline for completion of the changes/ evaluation of the changes and has this timeline been negotiated and agreed with stakeholders?</p>	<p>Consultation with the various groups: By March 2011</p> <p>Consideration of findings (ASEC and EOMC) By June 2011</p> <p>Possible amendments to LTA strategy By September 2011</p>

Part 4: The final stage of the EIA is to formally sign off the document as being a complete, rigorous and robust assessment of the impact of the policy/ strategy/ process, on all of the protected characteristics.

Date the EIA is completed		Date the EIA is signed off by EOMC	
Signed by (Lead author)		Signed by (EOMC member)	
Print name		Print name	
Role held/ job title		Role held/ job title	