

Learning and Teaching Centre Management of Organisational Change – Equality Impact Assessment

1. Introduction

The Learning and Teaching Centre (LTC) has been in existence for around 10 years, and still has much the same structure as it did when it was formed. There is a need for staff of the LTC to work more cohesively across units as well as to consolidate work undertaken with other parts of the University. The LTC is not well-defined in the minds of some in the University, with Senior colleagues noting that staff engage with individual parts or units, but often don't have a good idea about what the LTC is and does as a whole.. Changes to University strategic direction also have led to a need for thought to be given to how the LTC is positioned and structured to ensure that it can support and deliver strategy across the University. Additionally, a number of roles in the LTC have not been reviewed since the LTC was formed and there is a need to refresh Job Descriptions to reflect current and future strategic priorities.

The LTC is being asked to undertake significantly more and different activity than it has in the past, and the current staffing and structure make it difficult to do this effectively. LTC wishes to be in a position to offer optimum support to academic colleagues and to lead the development and dissemination of good learning and teaching practice to support student success. To this end, a new LTC strategy has been discussed at University Learning and Teaching Committee and will be approved alongside this restructure, enabling a relaunch of the Centre to take place.

The LTC has, over time, gradually reduced the number of staff who have Lecturer roles and replaced these with University Teacher. There is not a research community nor a critical mass of research activity, so refocussing the LTC's effort completely away from research would be beneficial in a number of ways for the LTC and the University more generally.

The environment at the University has changed significantly since the LTC was formed and key areas of activity are currently falling between the cracks of the existing LTC structure. A more coherent and integrated structure will enable the LTC to ensure that these issues are managed and dealt with in a more efficient and effective manner.

The restructure has been carried out following the University's formal process for Management of Organisational Change. The trade unions have been involved and consulted throughout. University Services Leadership Team, Senior Management Group and Council of Senate have all also been consulted and their views taken into account during the process.

2. Equality Data

The equality data below outlines the protected characteristic of the pool of employees impacted by the proposed changes to LTC. The comparison statistics are the whole University, as LTC has a mix of job families who are impacted – these are detailed in the [Staff Equality Monitoring Report](#) published annually. The comparison statistics are from the 2015-16 report. The report does not include data for religion and/or belief or sexual orientation there are too few responses in the whole University data to make any meaningful comparisons.

2.1 Age

Table 1 outlines the age range of the pool impacted compared to the whole University. LTC has a higher percentage of staff in the 20-30 age range when compared to the University.

| Age range | LTC % | UoG % |
|--------------|--------------|--------------|
| Age 20-30 | 24.4 | 14.7 |
| Age 31-40 | 24.4 | 28.1 |
| Age 41-50 | 24.4 | 24.7 |
| Age 51-60 | 24.4 | 24.3 |
| Age 61+ | 2.4 | 8.2 |
| Total | 100.0 | 100.0 |

2.2 Disability

Table 2 outlines the Disability status of the pool impacted compared to the whole University. LTC has a significantly higher proportion of disabled staff compared to the University.

| Disability | LTC % | UoG % |
|---------------------------|------------|------------|
| Yes | 9.8 | 3.2 |
| No | 75.6 | 75.9 |
| Prefer not to say | 0.0 | 12.7 |
| Information refused/Blank | 14.6 | 8.1 |
| Total | 100 | 100 |

2.3 Ethnicity

Table 3 outlines the ethnicity of the staff impacted compared to the whole University. LTC has a smaller percentage of BME staff than the University average.

| Ethnicity | LTC % | UoG % |
|---------------------------|------------|------------|
| BME | 2.4 | 7.1 |
| White | 70.7 | 78.1 |
| Information refused/blank | 26.8 | 14.8 |
| Total | 100 | 100 |

2.4 Sex

Table 4 outlines the sex of the staff impacted compared to the whole University. LTC has a higher percentage of female staff compared to the University.

| Sex | LTC % | UoG % |
|--------------|------------|------------|
| Female | 61 | 55 |
| Male | 39 | 45 |
| Total | 100 | 100 |

3. Conclusion

The Learning and Teaching Centre has a higher proportion of Disabled staff and women, and a lower proportion of BME staff, than the University average. This should be considered when processing the Management of Organisational change process, particularly in relation to disability. It should be noted that as the total staff pool is 41, the numbers involved will be small, however the equality impact should be given due consideration.