

Equality Analysis: Open courses production review project

1. About the project

Name of the project:	Open courses production review project
Revised or new:	This is a new project, however OpenLearn courses have been mainstreamed from module production since 2011
Intended aims/outcomes/changes:	Revision to processes and guidance for development of OpenLearn courses from OU modules (mainstreamed courses); resulting in higher quality OpenLearn courses produced more efficiently.
Relationship with other policies/projects:	No specific links, however it is worth noting the redesign of the OpenLearn site (OpenLearn rightsourcing project) as this is where OpenLearn courses are hosted. This equality analysis does not cover factors relating to the OpenLearn platform (e.g. design or technical features, access to the Internet/online learning in general), as these are covered within the equality analysis for the OpenLearn rightsourcing project. Rather, this analysis focusses on the intended improvements to the content of mainstreamed OpenLearn courses.
Who is the senior executive for the project:	Andrew Law (SAE)
Who is the project manager:	Rosie Storrar

2. Decide if the project is equality relevant

Does the project involve, or have consequences for students, employees or other people? If yes, please state who will be affected. If yes, then the policy/project is equality relevant. If no, you can skip steps 3 to 5. The majority of OU policies and projects are equality relevant because they affect students or staff in some way.	Yes – OpenLearn users (i.e. members of the public)
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3. Gather evidence to inform the equality analysis

The information below relating to OpenLearn users is taken from the OpenLearn user survey 2015. Note that this relates to users across the whole of OpenLearn, which includes a variety of content in addition to the OpenLearn courses relevant to this project. Users may be from around the World: in 2015 71% of respondents lived in the UK.

Characteristic	Evidence – OpenLearn users	Evidence – Other
Age	0-25 years: 18% 26-45 years: 31% 46-65 years: 39% Over 66 years: 12%	2011 census: The percentage of the population aged 65 and over was 16.4%. ¹
Dependents/caring responsibilities	10% stated they have caring responsibilities	
Disability	23% state that they have a disability. 16% state (under 'employment status')	2011 census: In England and Wales, 8.5 per cent of the population reported their

¹ Office for National Statistics (2012) *2011 Census: Population and Household Estimates for England and Wales, March 2011*, online:

<http://www.ons.gov.uk/peoplepopulationandcommunity/populationandmigration/populationestimates/bulletins/2011census/populationandhouseholdestimatesforenglandandwales/2012-07-16> (Accessed 19/05/2016).

	that they are disabled and unable to work.	daily activities were 'limited a lot', and 9.4 per cent were 'limited a little'. ² Comparison with paid students: In 2008/9, 7.5% of the student population disclosed a disability; however 1.9% chose not to respond to this question ³ . This compares with 3.4% of undergraduates within the OU and 4.7% of postgraduates declaring a disability ⁴ . A survey of disabled young people across Britain found that one in three cited their disability as a reason for not going on to further or higher education. ⁵
Gender reassignment (Transgender)	Evidence relating to this characteristic is not collected for OpenLearn users.	
Marriage and civil partnership (applies to employment only)	N/A (applies to employment only)	
Political opinion	Evidence relating to this characteristic is not collected for OpenLearn users.	
Pregnancy and maternity	Evidence relating to this characteristic is not collected for OpenLearn users.	
Race/ethnicity	Respondants living in the UK and RoI: White 85.53% Black/Black British 3.1% Asian/Asian British 3.1% Chinese or other east and south east Asian 1.26% Mixed 2.41% Other 1.72% Would rather not say 2.87%	2011 census: Usual residents in England and Wales: White 86.0% Asian/Asian British (inc. Chinese) 7.5% Black/African/Caribbean/Black British 3.4% Mixed/multiple ethnic groups 2.2% Other ethnic group 1.0 ⁶ Comparison with paid students: In the academic year 2008/9, 17.8% of the student population declared that they were from a Black and Minority Ethnic (BME) background; however 4.2% of the population did not answer this question ⁷ . This contrasts with 9.3% BME undergraduates and 10.9% BME postgraduates within the OU in the same year ⁸ .
Religion or belief	Evidence relating to this characteristic is not collected for OpenLearn users.	
Sex/gender	32% Male; 66% Female; 1% Other Compare to 2014	2011 census: There were 27.6 million men [49.1%] and 28.5 million women [50.8%] in England and Wales. ⁹

² Office for National Statistics (2013) *Disability in England and Wales: 2011 and comparison with 2001*, online: <http://www.ons.gov.uk/peoplepopulationandcommunity/healthandsocialcare/disability/articles/disabilityinenglandandwales/2013-01-30> (Accessed 19/05/2016)

³ ECU (2010) *Equality in Higher Education: Statistical Report 2010*, London: Equality Challenge Unit; p100

⁴ OU Equality and Diversity Annual Report 2010

⁵ Phillips, T. (2007) *Fairness and Freedom: The Final Report of the Equalities Review*, London: OPSI, p60

⁶ Office for National Statistics (2012), *2011 census: Key statistics for England and Wales, March 2011*, online: <http://www.ons.gov.uk/peoplepopulationandcommunity/populationandmigration/populationestimates/bulletins/2011censuskeystatisticsforenglandandwales/2012-12-11> (Accessed 19/05/2016)

⁷ ECU (2010) *Equality in Higher Education: Statistical Report 2010*, London: Equality Challenge Unit; p87

⁸ OU Equality and Diversity Annual Report 2010

⁹ Office for National Statistics (2012) *2011 Census: Population and Household Estimates for England and Wales, March 2011*, online:

Sexual orientation	Evidence relating to this characteristic is not collected for OpenLearn users.
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Note: The equality analysis for the OpenLearn rightsourcing project recommended a change to the OpenLearn user survey in 2016 to include questions relating to all protected characteristics above.

4. The duty to eliminate discrimination

Characteristic	Actual or likely adverse impacts identified	Actions that will be taken to mitigate the adverse impacts identified
Age	None identified	
Dependents/caring responsibilities	None identified	
Disability	As courses are encouraged to use more rich media and assets (including photos, video, audio, and quizzes) there is potential for adverse impact in relation to specific accessibility needs.	Continue to ensure that accessibility requirements/features of the OpenLearn site are reflected in the generation of OpenLearn course content, including but not limited to: <ul style="list-style-type: none"> • Use of subtitles for video • Use of transcripts for video and audio • Use of good relevant image descriptions (alt text) which explain the significance of the image • Clear and accessible language used in quiz questions
Gender reassignment (Transgender)	None identified	
Marriage and civil partnership (applies to employment only)	N/A	
Political opinion	None identified	
Pregnancy and maternity	None identified	
Race/ethnicity	None identified	
Religion or belief	None identified	
Sex/gender	None identified	
Sexual orientation	None identified	

5. The duty to advance equality of opportunity and foster good relations

Characteristic	Ways that this policy/project can advance equality of opportunity	Ways that this policy/project can foster good relations
Age		
Dependents/caring responsibilities		
Disability	Given the higher proportion of people with a disability using OpenLearn compared with overall student population, and OU student population, good quality OpenLearn courses have the potential to increase access to	

<http://www.ons.gov.uk/peoplepopulationandcommunity/populationandmigration/populationestimates/bulletins/2011census/populationandhouseholdestimatesforenglandandwales/2012-07-16> (Accessed 19/05/2016).

	learning and opportunity to develop skills which may enable access to higher education.	
Gender reassignment (Transgender)		
Marriage and civil partnership	Not applicable	
Political opinion		
Pregnancy and maternity		
Race/ethnicity		Use of relevant and diverse images and other media to promote and advance equality of opportunity. For example, showing people from a variety of background in images and video, featuring a range of accents in audio.
Religion or belief		
Sex/gender		Use of non-stereotypical images to promote and advance equality of opportunity. For example, showing women and men in non-traditional roles such as women engineers and scientists.
Sexual orientation		

6. Completion and Authorisation

Summary of actions to be taken as a result of this analysis (add additional rows as required):	Name and job title of person who will take this action
1. Ensure that up to date accessibility considerations are included in guidelines for LTS and CAU staff (guidelines for creation and selection, and for handover/editor checks of content). Particularly relating to: <ul style="list-style-type: none"> • Use of subtitles for video • Use of transcripts for video and audio • Use of good relevant image descriptions (alt text) which explain the significance of the image • Clear and accessible language used in quiz questions 	Matt Driver (OMU Editor)
2. Ensure that guidance on selection of images and other assets includes consideration of the use of relevant and diverse images and audio, including race/ethnicity diversity, and non-stereotypical sex/gender examples.	Rosie Storrar (Senior Project Manager)

Name & job title of person completing this analysis:	Rosie Storrar
Date of completion:	V1 19-05-2016
Name & job title of person responsible for monitoring and reporting on the implementation of the actions arising from this analysis:	Rosie Storrar
Name & job title of authorised person: (If you have any doubts about the completeness or sufficiency of this equality analysis, you may seek advice from the Equality and Diversity Team)	Andrew Law
Date of authorisation:	26-05-2016
Date copied to Equality and Diversity Team: (Email to: strategy-equality@open.ac.uk)	01-06-2016