THE UNIVERSITY *of* EDINBURGH

Equality Impact Assessment Template

Before carrying out EqIA, you should familiarise yourself with the University's EqIA Policy Statement and Guidance and Checklist Notes, and undertake our online training on Equality and Diversity and EqIA. These, along with further information and resources, are available at www.ed.ac.uk/schools-departments/equality-diversity/impact-assessment

EqIA covers policies, provisions, criteria, functions, practices and activities, including decisions and the delivery of services, but will be referred to as 'policy/practice' hereinafter.

A. Policy/Practice (name or brief description):
Speedwell eService

The eSystem online assessment system is used to deliver formative and summative online assessment for students on taught, and distance based programmes.

The service is an implementation of version 1.5 of the eSystem assessment management and delivery system.

The business owner of the service is Paul Clark, Head of College IT (MVM)
The service owner of the service is IS Learning Teaching Web – Digital Learning Applications and Media

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B. Reason for Equality Impact Asessment:
   - **Proposed new policy/practice**

C. Person responsible for the policy area or practice:

Name: **Mark Findlay**

Job title: **Service Manager – Learning Teaching Web Digital Learning Applications and Media**

School/service/unit: **Learning, Teaching and Web, Information Services**

D.   An Impact Assessment should be carried out if any if the following apply to the policy/practice, if it:

   - affects primary or high level functions of the University – **Yes**
   - is relevant to the promotion of equality (in terms of the Public Sector Equality Duty 'needs' as set out in the Policy and Guidance)? **Yes**
   - It is one which interested parties could reasonably expect the University to have carried out an EqIA? **Yes**

E. Equality Groups

To which equality groups is the policy/practice relevant and why?:

   - Age
   - Disability
   - race (including ethnicity and nationality)

- religion or belief
- sex
- sexual orientation
- gender reassignment
- pregnancy and maternity
- marriage or civil partnership[1]

Add notes against the following statements where applicable/relevant:

This change has the potential to affect a large proportion of students and therefore has the potential to affect all the protected characteristics however we feel the protected characteristics most likely to be impacted are disability and race. Disabled users will require the system to be accessible (in terms of current Web Content Accessibility Guidelines version 2) and to be compatible with assistive technology. There will also be a need to make reasonable adjustments for disabled students whom are unable to use the online sysyem. Race may be impacted as the application is only available in the English language. As the main teaching language of the University is English, however, we do not anticipate this creating any disadvantage.

In addition all content added to the online assessment system will need to abide by the Universities Equality and Diversity polices and the Dignity and Respect policy.

On any available information about the needs of relevant equality groups:
An accessibility evaluation of the student facing application and the administration application was carried out by the Disability Information officer in September 2016. Some concerns were raised in the assessment, the student facing application is reasonably accessible although there are a few areas of concern such as it is not possible to navigate around the application without using a mouse. Also, much of the ongoing accessibility of the application will rely on those adding content and therefore we would recommend that clear guidance be given on this. Feedback from the In comparison the administration application is far less accessible, it has poor compatibility with assistive technology, poor customisation (in terms of altering font size, colour, magnifying text etc), navigation requires the use of a mouse, and providing a better help facility. Accessibility Evaluation was passed on to the vendor, who propose to address these concerns in the road map for future development. In the meantime in order to ensure no disadvantage disabled students unable to complete the online assessment system my submit paper copies and disabled staff unable to use the system will be provided with assistance in order to complete tasks and/or any other reasonable adjustments made as required.

- Any gaps in evidence/insufficient information to properly assess the policy, and how this be will be addressed:
  At this stage we feel we have sufficient evidence to proceed.

- If application of this policy/practice leads to discrimination (direct or indirect), harassment, victimisation, less favourable treatment for particular equality groups:
  We do not feel that the project should lead to any form of prohibited conduct. Where there is the potential for disadvantage whilst the accessibility of the

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[1] Note: only the duty to eliminate discrimination applies to marriage and civil partnership. There is no need to have regard to advancing equality or opportunity or fostering good relations in this respect.

software is improved we will put in place reasonable adjustments to ensure no user experiences any disadvantage.

- If the policy/practice contributes to advancing equality of opportunity[2]
  Yes, we anticipate that the ability to submit assessments at any time from any location will have positive benefits for some disabled users who may find travelling to campus difficult or for those with caring responsibilities. The new system has more functionality and easier to use. This should benefit all users.

- If there is an opportunity in applying this policy/practice to foster good relations:
  It is hoped that by showing the consideration we have given to the potential impacts on any of the 9 protected characteristics will show the commitment the University has towards equality and diversity.

- If the policy/practice create any barriers for any other groups?
  No, we do not believe that the system creates any barriers for other groups. The university offers free 24 access to computing facilities so any individuals who are on restricted income and may not have their own It equipment will be able to access such equipment free of charge.

- How the communication of the policy/practice is made accessible to all groups, if relevant?
  All communication regarding the upgrade will be made through the Vets School. They will be informed of the need to make this available in alternative formats upon request.

- How equality groups or communities are involved in the development, review and/or monitoring of the policy or practice?
  As previously noted the feedback from the Accessibility Evaluation was passed on the vendor, so that improvements can be included in the product road map.

- Any potential or actual impact of applying the policy or practice, with regard to the need to eliminate discrimination, advance equality and promote good relations:
  The Vets School are aware of the applications shortcomings and have provision for providing exams on paper for students who have difficulty using the software. For the back end which was deemed not as accessible as the front end, any accessibility issues will be dealt with in the School administration. Improvements will be applied to the system as and when new versions are released. Speedwell often release quarterly updates and we would anticipate that these will hopefully address some of the accessibility concerns raised.

F. Equality Impact Assessment Outcome

Select one of the four options below to indicate how the development/review of the policy/practice will be progressed and state the rationale for the decision. (Delete the options that do not apply):

 Option 2: Adjust the policy or practice – this involves taking steps to remove any barriers, to better advance equality and/or to foster good relations.
For the reasons detailed above we are aware we need to continue to work with the supplier to improve accessibility in order that it meets minimum standards.

G. Action and Monitoring

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[2] This question does not apply to the protected characteristic of marriage or civil partnership

1. Specify the actions required for implementing findings of this EqIA and how the policy or practice will be monitored in relation to its equality impact (or note where this is specified above). **- ensure Schools aware of the need to make reasonable adjustments** **- ensure all communication about the policy is available in alternative formats on request** **- Continue working with Speedwell to create a system that is more accessible both from the user end and the admin end.** **The next version 1.6 will be released in March 2017.** 2. When will the policy/practice next be reviewed? **This policy should be reviewed at the next major upgrade of the system, date currently unknown or when we receive any positive or negative feedback related to any of the 9 protected characteristics.**
H. Publication of EqIA Can this EqIA be published in full, now? **Yes**
I. Sign-off EqIA undertaken by: **Tim Gray** **Senior Project Manager** Accepted by **Mark Findlay** **Service Manager** Date:**15th March 2017**

Retain a copy of this form for your own records and send a copy to equalitydiversity@ed.ac.uk