



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): Exam Papers Online – Student and staff online access to past exams papers via the web portal.

B. Reason for Equality Impact Assessment (Mark **yes against the applicable reason):**

- ~~Proposed new policy/practice~~
- Proposed change to an existing policy/practice
- ~~Undertaking a review of an existing policy/practice~~
- ~~Other (please state):~~

Update 2020: this update is a review of the existing EqIA version published 2016.

C. Person responsible for the policy area or practice:

Name: Elizabeth Stevenson

Job title: E-Resources Manager

School/service/unit: Library and University Collections

Update 2016 - Name: Hannah Mateer

Job title: Collections Lifecycle Manager

School/service/unit: Library and University Collections, Information Services Group

Update 2019/2020: - Name: **Hannah Mateer**

Job title: **Head of Collections Services**

School/service/unit: **Library and University Collections, Information Services Group**

D. An Impact Assessment should be carried out if any of 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

The Exam Papers Online website makes the University's past exam papers available online to students and staff with EASE authentication. The website functionality includes

the ability to browse and search for papers and then see information and download PDFs. This site should be the main source of past exam papers. Alternative formats will be available upon request and this will be made clear on the website.

Update 2016:

This site has now been launched. There have been no requests for changes to the site after launch that impact the EqIA. The only changes have been with new data uploaded and text changes. The system has been up and running for 2 years now. We have had no feedback via user testing and the feedback link related to any of the protected characteristics within this time.

Update 2020:

The site is migrating from the Skylight PHP backend to a purely DSpace back and frontend. There have only been minor changes to the appearance of the frontend and should function identically to the previous update. We have had no feedback via user testing and the feedback link related to any of the protected characteristics within this time.

To which equality groups is the policy/practice relevant and why? (add notes against the following applicable equality group/s)

- Age
- Disability
- race (including ethnicity and nationality)
- religion or belief
- sex
- sexual orientation
- gender reassignment
- pregnancy and maternity
- marriage or civil partnership¹

Exam Papers online will be available to all staff and students at the University and therefore it has the potential to be relevant to all groups. However, the site will be of particular relevance to the protected characteristics of disability (in that the online system will need to be accessible in terms of meeting current guidelines and compatible with assistive technology) and also Race as the system will only be offered in English, although English is the main teaching language of the University so we would not envisage this to have a negative impact.

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.

Update 2016:

This site has now been launched. There have been no requested for changes to the site after launch that impact the EqIA. Some changes have been made to text to remove any ambiguity and due to the removal of the old website, which was maintained after the initial launch to ensure that all exam papers were always available online, an overlap in services was to reduce risk in-case of downtime with the new site.

Update 2020:

As there has only been minor changes to the appearance of the new site it is unlikely any new and unspecified risks have emerged since previous assessments. Accessibility testing has been undertaken to check accessibility in line with the Web Content Accessibility Guidelines 2.1 AA standard including compatibility with assistive technology. In light of this some accessibility improvements have been undertaken to improve the pages compatibility with screen readers. An accessibility statement has been added in line with The Public Sector Bodies (Websites and Mobile Applications) (No. 2) Accessibility Regulations 2018.

Add notes against the following applicable statements:

- On any available information about the needs of relevant equality groups:

The Library Digital Development Team are currently undertaking demonstrations to gather feedback from staff and students to identify best practice in the display and searching of the collections. We will monitor feedback received from users and will run a session with students in the Main Library. The Information Services Disability Information Officer (IS DIO) will complete a detailed accessibility review of portal and will continue to review the accessibility of all new developments.

Update 2016:

Demonstrations were undertaken with staff and students. That resulted in some minor changes to the screen layout and terminology before launch and improvements to the search results order. Search results were updated so the most recent papers were returned first.

Update 2020:

The Disability Information Officer has reviewed the changes in the site for any impact on accessibility for disabled users and the results were acted on accordingly. We will continue to monitor all feedback for any comments positive or negative related to any of the nine protected characteristics.

- Any gaps in evidence/insufficient information to properly assess the policy, and how this be will be addressed:

Update 2020:

There were no gaps identified during this update.

- If application of this policy/practice leads to discrimination (direct or indirect), harassment, victimisation, less favourable treatment for particular equality groups:

We do not believe the application will lead to discrimination. Although the site is only provided in English the portal is only available to internal users (Staff) and as English is the main teaching language of the university we would not envisage this causing any issues.

Update 2016:

We have received no feedback to suggest that this system leads to any form of prohibited conduct.

Update 2020:

We have continued to receive no feedback to suggest that this system leads to any form of prohibited conduct. We have received no requests for alternative formats for the online exam papers.

- If the policy/practice contributes to advancing equality of opportunity²

By making the exam papers available online through an accessible system we hope to ensure that access to this resource is easier for certain disabled users such as those with visual impairments who may require to use screen reader equipment and to those with other commitments such as carers who may find it difficult to find time to physically access the library.

Update 2020:

By improving the accessibility of the pages with screen readers and by adding in an accessibility statement we hope that this will make it easier for disabled users to access these pages and ensure they experience no disadvantage.

- If there is an opportunity in applying this policy/practice to foster good relations:

By ensuring that reasonable adjustments are in place and that the online system is as accessible as possible we hope that this will demonstrate the seriousness with which the University takes the issues of Equality and Diversity.

Update 2020:

As above by improving the accessibility of the site it is hoped that we will demonstrate our commitment to Equality and Diversity Issues and in particular in this case the protected characteristic of Disability.

- If the policy/practice create any barriers for any other groups?

We do not believe that the policy should create any barriers. The University offers free 24-hour access to computers for staff and students so even those users without their own access to the internet should be able to access the site as required.

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

Update 2016: We have received no feedback or comments that suggest that the system has created any barriers for any individuals.

Update 2020:

We have continued to receive no feedback or comments that suggest that the system has created any barriers for any individuals.

- How the communication of the policy/practice is made accessible to all groups, if relevant?

The Information Services Disability Information Officer is reviewing the accessibility of the system for disabled users. In addition all feedback will be monitored and acted upon to ensure there is no negative impact on any protected characteristics.

Update 2016: We will ensure all changes to the system are tested for accessibility and will continue to monitor all feedback regarding any positive or negative impacts on any of the 9 protected characteristics.

A proportion of disabled users will require the system to be accessible (in terms of current WCAG version 2 guidelines) and to be compatible with assistive technology. As the main teaching language of the University is English the system will only be available in English.

Update 2016:

There have been no requests for the papers in different languages or any issues raised regarding the accessibility of the system. There has been no feedback related to any of the 9 protected characteristics.

Update 2020:

We have received no requests for exam papers in alternative formats

We do not envisage any higher or lower uptake by any of the equality groups.

Update 2016:

We have no evidence of any higher or lower uptake by any equality group. Since launch there have been over 1,700,000 page views of the exam papers website. With peaks during exam periods.

Update 2020:

We have no evidence of any higher or lower uptake by any equality group. Since launch there have been over 957,419 page views of the exam papers website for the academic year 2019/2020. With peaks during exam periods.

- How equality groups or communities are involved in the development, review and/or monitoring of the policy or practice?

The Information Services Disability Information Officer is reviewing the accessibility of the system for disabled users. In addition all feedback will be monitored and acted upon to ensure there is no negative impact on any protected characteristics.

Update 2016:

We will ensure all changes to the system are tested for accessibility and will continue to monitor all feedback regarding any positive or negative impacts on any of the 9 protected characteristics.

Update 2020:

The new site was tested by the Information Services Disability Information Officer for any accessibility issues and those identified have been acted upon and an accessibility statement added. We will continue to monitor all feedback regarding any positive or negative impacts on any of the 9 protected characteristics.

- 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:

N/A

Update 2019/2020:

Nothing other than that mentioned above.

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

Option 1: No change required – the assessment is that the policy/practice is/will be robust.

No change required – the assessment is that the policy/practice is/will be robust. There is no evidence of potentially unlawful discrimination and all reasonable opportunities to advance equality and foster good relations have been taken, subject to continuing monitoring and review.

Update 2016:

Option 1 for the reasons detailed above.

Update 2020:

Option 1 remains for the reasons detailed above.

~~**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.~~

~~**Option 3:** Continue the policy or practice despite the potential for adverse impact, and which can be mitigated/or justified~~

~~**Option 4:** Stop the policy or practice as there are adverse effects cannot be prevented/mitigated/or justified.~~

G. Action and Monitoring

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).

Collections Services staff will be informed of the requirement to provide individuals unable to access the online version the information in an alternative format and this will be advertised to students.

- Any information relating to Equality and Diversity that arises out of the hands on tester sessions with students will be considered and acted upon where appropriate.
- Update 2016: No issues relating to Equality and Diversity were raised during the tester sessions. We will continue to monitor all feedback for any potential impact and make reasonable adjustments as requested.
- **Update 2020: Same as above**

2. When will the policy/practice next be reviewed?

- Anytime the system goes through a major upgrade and on an annual basis.
- Update 2016: When there is next any major change or upgrade to the system or if we receive any positive or negative feedback related to the 9 protected characteristics.
- **Update 2020: Same as above**

H. Publication of EqIA

Can this EqIA be published in full, now? **Yes**

If No – please specify when it may be published or indicate restrictions that apply:

I. Sign-off

EqIA undertaken by (name(s) and job title(s)):

2014 -Elizabeth Stevenson, E-Resources Manager, Library and University Collections, Information Services

2016 - Claire Knowles, Library Digital Development Manager

2020 Ben Parkes, Library Software Developer, Digital Library, Information Services

Accepted by (name):

2014-Elizabeth Stevenson, E-Resources Manager, Library and University Collections, Information Services.

2016- Hannah Mateer, Collections Lifecycle Manager, Library and University Collections, Information Services

2020 - Hannah Mateer, Collections Lifecycle Manager, Library and University Collections, Information Services

[This will normally be the person responsible for the policy/practice named in C above. If not, specify job-title/role.]

Date: 12.11.14

Update: 08.01.16

Update: 15.07.20

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