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):

Supported Media Production Studios
The Supported Media Production Studios are designed to help staff develop professional media content. The centrally supported studios are available to all University staff to help in the creation of high-quality media for teaching and learning, and as a digital media training space. The studio allows staff to book and attend a supported studio space dependant on the type of content they want to create. All studios are staffed by media technicians who will support the user through the session.

Studios are located at the following locations:

- Argyle House
- Murchison House
- Easter Bush
- Western General Hospital
- High School Yards
- Chancellors Buildings

Why use Supported Media Production Studios?

The studios incorporate cutting edge presentational technologies, fully supported by media operators and producers who can work with you to develop bespoke, engaging media solutions that will assist in the delivery of effective online teaching that meets student needs.

Our approaches and support are research-informed and pedagogically-focused, helping to ensure that you produce the most effective media for learning and teaching.

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

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

September 2020
To facilitate an expected increase in media production for hybrid teaching the University has expanded its suite of educational media production studios and increased the number of media support staff. The studios will be available for all staff to book.

C. Person responsible for the policy area or practice:

Name: Stuart Nicol

Job title: Head of Educational Design and Engagement

School/service/unit: Information Services – Learning, Teaching and Web – Educational Design & Engagement

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? (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 partnership[1]

Overview

The supported media production studios have been created to accommodate the move to hybrid learning in semester 1 2020. They allow all users in the institution access to a studio space to create high quality media which can be used in their teaching.

The studios have been developed to accommodate specific types of content creation:

- Media Hopper Create: Designed to replicate desktop recording but in a controlled studio environment (lights, microphone and camera) with support on the day from professional media technicians. One stream will record the presenter speaking to the camera and the other stream will record the presenter's slides/presentation materials. Videos are then uploaded to the user's Media Hopper Create account for them to edit, caption, and publish.

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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.

- Media Hopper Replay: Designed to replicate the University's existing lecture recording rooms but in a controlled studio environment (lights, microphone and camera) with support on the day from professional media technicians. The Replay teaching desks have controls which allows the presenter to deliver a lecture whilst simultaneously presenting slides and can switch to other presentation tools such as a document camera. Videos are then uploaded directly to the user's Virtual Learning Environment (VLE) for integration to relevant courses.
- Advanced Media Production: Designed to film short videos in a controlled studio environment (lights, microphone and camera) with support from professional media technicians. Types of videos include the presenter speaking directly to the camera with the assistance of a teleprompter; or the presenter using innovative drawing technology called the Learning Glass™ (a large LED lightboard of a similar size to a classroom sized whiteboard). These videos will be edited in post-production by our media technicians and will be made available to the user on Media Hopper Create once completed.

Media Hopper Replay and Media Hopper Create are established services at the University and dedicated studios have been created to replicate how a user would use these tools in a teaching space (Media Hopper Replay dedicated studios have a teaching desk found in lecture theatres) or at their desk (Media Hopper Create dedicated studios have a PC allowing the user to log on and launch the desktop recorder).

As this change has the potential to affect all staff, it has the potential to affect all protected characteristics.

The protected characteristic of disability may be affected as we are either requesting bookings, creating or sharing content via an online system which needs to be accessible and compatible with assistive technology such as voice recognition software, screen readers or screen magnification software and reasonable adjustments will need to be in place if for any reason a disabled staff or student was unable to use the systems. Advanced Media Production will not require the user accessing any software on the day. The user will be supported by the media technician in recording the content and any content shared via Media Hopper Create. Media Technicians will either contact users via Unidesk or email (depending on the content creation request). We will advise media technicians that they should adhere to the institutions advice regarding accessible email format:
UoE Web Guidance on creating accessible emails

In addition, there is the need to consider the physical accessibility of the studios. Studio locations have been chosen by consultation with the Estates department, room availability and suitability however due to the immediacy and demand for the studios the service has had less control on choice in certain locations. When booking the studios we have included the following question "Does the room or access need to be configured for the user? Please include any user requirements for accessibility". If a user does include information regarding accessibility requirements the media technicians will be asked to review and evaluate whether the requested studio meets the user's requirements and take appropriate action (e.g. book a suitable space that has level access). Considerations have also been made where possible for proximity to accessible toilets and disabled parking bays in proximity to the studios. Details for each studio location are listed below:

Argyle House: Accessible toilets are located on level D (the same level as the studio). As there is no fire evacuation lift only users who can self evacuate by stairs should access this studio. The entire building is accessible via lift access from the ground floor entrance. Disabled parking bays are in the immediate vicinity.

High School Yards: The building is newly refurbished and has level access, wheelchair friendly access doors and accessible toilet facilities on the same floor as the studios, i.e. ground floor. Disabled parking bays are in the vicinity.

Murchison House: This building is also newly refurbished and has level access, wheelchair friendly access doors and accessible wc facilities on the same floor as the studios, i.e. ground floor. Disabled parking bays are in the vicinity.

Easter Bush (Sir Alex Robertson Building): This site was allocated to the Estates project team so we had less control over the studio's proximity to accessible toilets and parking. The building is level access and disabled parking is available. Building access doors are not automated and there is no accessible toilet in the same building (one is being fitted early next year – upon advisement from the Sir ARB building manager). Route map has been included on the media studio webpage to the closest accessible toilet with level access, and special note made to mention this on the webpage.

Chancellors Building: This site was allocated to the Estates project team so we had less control over the studio's proximity to accessible toilet and parking. It has lift access, automated building access doors, a drop off point at the front door, and disabled parking bays. There are accessible toilets on the 2nd floor (same level as studio) very close by the studio.

Western General Hospital: This site was allocated to the Estates project team so we had less control over the studio's proximity to accessible toilets and parking. There is lift access, an accessible toilet directly across from the studio. As there is no fire evacuation lift only users who can self evacuate by stairs should access this studio The closest disabled parking would be in the IGMM building which will need to be done by arrangement with building management ahead of time.

All 3 content creation scenarios are fully supported on the day by media technicians (advanced media production will include additional pre and post support). All media technicians as part of their staff induction will have completed the Equality and Diversity training (available on Learn).

Any of the software the service uses (Media Hopper Create & Media Hopper Replay) have their own EqIAs and the Media Studio service manager will be updated if and when any changes have been released that impact on any of the equality categories.

The protected characteristics of sex, religion, race, and maternity and pregnancy may also be impacted as the supported media production studios can assist all staff who need to create teaching content and do not have the physical space or ability at home or who cannot access their usual University buildings (and lecture rooms) during the government's phased lockdowns.

Gender reassignment – Available gender-neutral toilets are available below.

High School Yards: There is a gender-neutral bathroom in the Geography building, along the corridor towards 2.02 then down one level on mezzanine floor. There is also an accessible bathroom in Geography along the 2.11 corridor.

Easter Bush (Sir Alex Robertson Building): None at present. Works for an accessible toilet in the building have been put on hold for now and this would be a gender-neutral facility as well.

Murchison House: On the ground floor (at the same end of the building as the studios), there are 7 gender-neutral cubicles, including sinks and dryers, at least one has extra adaptations such as a handrail. A separate gender-neutral, fully accessible toilet is on the main corridor near the front door, just beside the Student Information area.

Western General Hospital (MEC): There is a gender-neutral toilet on the floor below the studio in the Outpatients department.

Chancellors Building: On the second floor (same level as studio), plus two on the first floor.

Argyle House: No dedicated gender-neutral toilets on the premises.

The studios are open Monday – Friday, 9am – 5pm and follow the University's core supported hours at the institution. We have 6 convenient campus locations spread across Edinburgh (Central area, King's Buildings, BioQuarter, Western General, and Easter Bush) to cater to as many staff as possible with the intent to minimise their travel time. The opening times are limited to 9 to 5 Monday to Friday. If the studios prove popular we would look to increase the opening hours where possible to ensure greater flexibility for those with caring/childcare responsibilities, those who observe time of religious observance and some disabled staff. As the studios support the production of pre-recorded teaching materials to be delivered online, it provides accessibility to students who may not be able to attend live in-person or live online lectures due to factors such as parental/caring responsibilities, adherence to times of religious observance, or those who are shielding, high-risk or are quarantining at home during Covid-19. There is also a benefit to students with hearing impairments as we advise and assist all users to add captions to their videos in accordance with the Equality Act (2010).

All content created in the Studios must not discriminate against any of the protected characteristics. Any content that was found to discriminate against any of the protected characteristics would result in severe disciplinary action. The University vision is a continuing commitment to equality and diversity for both students and staff. The University has a single equality strategy to ensure that equality and diversity are guiding principles in our pursuit of academic excellence. The introduction of this strategy coincides with the implementation of the Equality Act 2010 and builds on its principle of integrating equality and diversity in policy and practice.

Add notes against the following applicable statements:

- On any available information about the needs of relevant equality groups:
  There will be the expectation from users with accessibility issues that the system complies with the recognised accessibility standards (Web Content Accessibility Guidelines 2.1 AA standard) including compatibility with various forms of assistive technology. Information Services have performed an accessibility review of Media Hopper Create and Media Hopper Replay. The studio steering group have also consulted with the Chief Information Officers and Colleges. The Information Services Disability Information Team and the University of Edinburgh, Student Disability Service and Staff Disability have also been consulted.

- Any gaps in evidence/insufficient information to properly assess the policy, and how this be will be addressed:
  This is a new service and we have tried to identify gaps however at this early stage we feel we have sufficient evidence to roll out the service.

- 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 that the studios will result in any form of prohibited conduct for the reasons detailed above and below. Where a disabled user was unable to access the studio or the related software and we were unable to rectify this issue then reasonable adjustments would be put in place. For example if a member of staff books a studio and requests provision for an assistance dog such as provision of water etc this would be provided.

- If the policy/practice contributes to advancing equality of opportunity[2]
  By creating the Supported Media Studio Production service we are broadening access for staff to create high quality media. Supported studios allow staff access to expertise and knowledge of media technicians and therefore produce professional studio quality videos in a controlled environment. Our approach to creating high quality video content is adopted from our Online Course Production Service, that specialises in creating online courses such as Mass Open Online Courses (MOOCs). These methods are research-informed and pedagogically-focused to deliver engaging media for online students, therefore enhancing equality of opportunity for students who are studying remotely and cannot participate in in-person teaching. Prior to the service, students had access to online videos of variable quality. For example, recordings of live lectures that may have been recorded in large lecture halls where it is difficult to lip read the presenter as the camera is far away, or with other ambient noise that distracts viewers from being able to hear the presenter accurately. Additionally, all videos are captioned with additional transcripts made available to assist disabled students. The move to more online content may have a beneficaleffect by allowing greater flexibility and this may have a positive impact and therefore enhance equality of opportunity for some disabled users who may find travelling difficult, those who adhere to specific times of religious observance and those with child care, caring responsibilities

- If there is an opportunity in applying this policy/practice to foster good relations:
  The studios are open to all university staff and staffed by media technicians. By providing supported studios we believe we are broadening access to the technology and the availability for all users to produce high quality media. The service was created in consideration of the University's move to hybrid teaching, and specifically focuses on enhancing the quality of teaching materials so as not to disadvantage students who are studying remotely – whether this is due to caring responsibilities, inability to access on-campus teaching, disabilities, or other protected characteristics. Access to education for all equality groups (of which high-quality media is included) is part of an integral and ongoing commitment made by the University to provide education for all.

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

- If the policy/practice create any barriers for any other groups?
  We do not envisage the creation of any barriers, by creating the service we are trying to expand access to allow staff the opportunity to create high quality media. The studios are completely free to use for staff so there should be no impact on those staff on lower incomes.

- How the communication of the policy/practice is made accessible to all groups, if relevant?
  Service and studio information will be available via a dedicated webpage on the University website (EdWeb), which adheres to the University Web Accessibility Policy based around the Web Content Accessibility Guidelines 2.1 AA standard as required by law. We will provide reasonable adjustments for disabled staff and students where required and additional formats will be made available on request. As required by The Public Sector Bodies (Websites and Mobile Applications) (No. 2) Accessibility Regulations 2018, an accessibility statement has been added to the EdWeb site

- How equality groups or communities are involved in the development, review and/or monitoring of the policy or practice?
  The Disability Information Team, Student Disability Service and the Staff Disability Network were asked to comment on the EqIA. Users will be asked to flag any issues/comments via Unidesk which will be monitored by the pilot team. We will monitor all feedback for any comments (positive and negative) related to any of the nine 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:
  Nothing other than that stated above and below.

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. **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).

The EqIA has a named contact who will be responsible for the monitoring of the policy. Any changes to the service will include an accessibility review which will be conducted by the service manager and the EqIA will be updated accordingly,

Staff will be reminded of the need to make reasonable adjustments and to provide documentation in alternative formats upon request.

We will monitor all feedback, positive and negative, related to any of the nine protected characteristics.

2. When will the policy/practice next be reviewed?
The policy and the EqIA will be reviewed if we receive any feedback (positive or negative) from users or key stakeholders in the pilot with regard to any of the nine protected characteristics.

H. Publication of EqIA

Can this EqIA be published in full, now? **Yes**/~~No~~

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)):**Kate Yee, Media Studio Service Manager**

Accepted by (name): **Stuart Nicol, Head of Educational Design & Engagement, Information Services – Learning, Teaching and Web - Educational Design & Engagement**

Date **29th September 2020**

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