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):

MyEd web portal

MyEd is the University of Edinburgh's web portal. It is a gateway to web-based services within and beyond the University and offers a personalised set of content with single sign on to key University services such as Learn and Office365.These services are considered separately and have their own EqIA's. MyEd is used by applicants, students, staff and alumni.

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):

C. Person responsible for the policy area or practice:

Name: **Duncan MacGruer**

Job title: **Portal Services Manager**

School/service/unit: **Information Services, Website and Communications**

Name: **Mary Elder**

Job title: Portal Services Service **Manager**

School/service/unit: **Information Services, Website and Communications**

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]

The service is used by applicants, students, staff and alumni, and therefore has the potential to impact on all equality groups. However, we feel that disability, age and race are most likely to be affected.

Disability
The user interface needs to be accessible to the WCAG 2.1 AA standard including compatibility with assistive technology.

The service utilises the University's global digital experience language; EdGel, in which each of its components has been tested or is in the process of being tested for any accessibility issues. We have also carried out separate testing of the MyEd interface to ensure that it complies with relevant accessibility standards.

Additionally, a project is underway to replace EdGel with a website design and development framework for the University where accessibility will be a priority. We will implement this design system on MyEd once it is available.

If for any reason a user had difficulties with the accessibility of the system and we were unable to rectify these then reasonable adjustments would be put in place to ensure the user experienced no disadvantage. This may include providing assistance to use the system, content in alternative formats etc.

In line with The Public Sector Bodies (Websites and Mobile Applications) (No. 2) Accessibility Regulations 2018 an accessibility statement has been added to the application.

Race
The service is only available in English and so has the potential to impact on race. However, this is mitigated by the fact that English is the main teaching language of the University. Content on MyEd follows the University's Editorial Style Guide, and uses clear language in plain English to make content accessible, readable and inclusive.

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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.

Some students may experience difficulties accessing the service as a result of internet restrictions within their own country such as in China or Russia. The University will adapt to such restrictions where possible and look at alternative provision.

All content is managed through Information Services and If any content was found to be discriminatory then appropriate action in line with the University disciplinary procedures would be followed.

Add notes against the following applicable statements:

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

  Pilot rollouts of the system have been undertaken prior to major changes to the system, and there is an ongoing programme of feedback and user research. All feedback is checked for any positive or negative feedback related to any of the nine protected characteristics. The Information Services Disability Information Officer has been consulted and involved in the testing of the interface. In addition, we have consulted with the Student Disability Service and the Staff Disability Network

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

  At this stage, we feel we have sufficient information 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 believe this change will result in any form of prohibited conduct. Accessibility testing has been undertaken and action taken to resolve the issues that arose from this. If for any reasons users were unable to use the system and changes were unable to rectify this, we would put in reasonable adjustments to ensure communications were being received by users. As discussed above, the service will only be available in English, but as this is the main teaching language of the University we do not envisage any disadvantage caused.

- If the policy/practice contributes to advancing equality of opportunity[2]

  We constantly work to make MyEd more accessible and this should ensure that accessing services is easier for our disabled users and reduce the need for reasonable adjustments, thereby advancing equality of opportunity. In addition MyEd is more mobile compatible which may allow greater flexibility in where users access MyEd from and this in turn may have a positive impact on those with child caring responsibilities, those who observe times of religious observance and some disabled users.

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

  We continue to review MyEd and constantly look to improve accessibility. to ensure MyEd services are   offer a better and more inclusive user experience which in turn should foster good relations.

  It is hoped by considering the impact on all the protected characteristics as a result of

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

MyEd this will demonstrate the seriousness with which ISG and the University take Equality and Diversity issues.

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

  We do not envisage this service will create any barriers for other groups. For those on low incomes the University provides free 24 hour access to IT facilities for all staff and students. Normally IT facilities can be accessed free of charge at additional places including libraries in the UK, with similar provision in other countries,

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

  All communications and documentation surrounding the service will be made as accessible as possible to all groups, and made available in alternative formats upon request free of charge. Reasonable adjustments will be put in place.

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

  There is an ongoing programme of user research across all user groups, and in addition, a student user group has been set up which is open to all students. Feedback, both positive and negative is collected, reviewed and addressed where appropriate. This is an ongoing process and will continue throughout the addition of new content and changes to the interface. When new integrations are made available, further accessibility testing will be conducted to ensure these are accessible. We will review all feedback (positive or negative) related to the nine protected characteristics and act accordingly on this, including consulting with the relevant stakeholders

- 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 mentioned above at this time.

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

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).
   a. Provide opportunities for user feedback and to monitor this for any positive or negative impacts on the nine protected characteristics.
   b. Ensure that all communication and documentation surrounding the service is accessible and available in alternative formats upon request.
   c. Ensure users and are aware of any potential, reasonable adjustments such as offering the service in an alternative method.

2. When will the policy/practice next be reviewed? The EqIA will be reviewed in 2 years time, or earlier if significant changes are made to the user interface or feedback (positive or negative) related to any of the nine protected characteristics is received.
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)): Mary Elder, Portal Services Service Manager, Information Services Accepted by (name): Stratos Filalithis, Head of Website & Communication Technologies, Information Services [This will normally be the person responsible for the policy/practice named above. If not, specify job-title/role.] Date:18th October 2021

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