



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):

Open Educational Resource (OER) policy

B. Reason for Equality Impact Assessment (delete as applicable):

- Proposed new policy/practice

C. Person responsible for the policy area or practice:

Name: Melissa Highton

Job title: Director of the Learning, Teaching and Web Services Division (LTW)

School/service/unit: Information Services

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

The policy has implications for teaching and learning practice across the University at all levels.

E. Equality Groups

To which equality groups is the policy/practice relevant and why? (delete any that are not relevant):

- Age
- Disability
- race (including ethnicity and nationality)
- religion or belief
- sex
- sexual orientation

- gender reassignment
- pregnancy and maternity
- marriage or civil partnership¹

Add notes against the following statements where applicable/relevant:

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

*The policy has the potential to have a positive impact on the needs of a range of **diverse** groups by facilitating sustainable curriculum diversification. The policy does not provide guidance on accessibility of individual pieces of content but does mandate that OERs created and used by members of the University comply with policies on inclusiveness. However by encouraging engagement with a huge pool of open educational resources from around the globe it is envisioned that University members will have far greater opportunity to select materials that meet the requirements of diverse groups where required.*

- Any gaps in evidence/insufficient information to properly assess the policy, and how this be will be addressed:
- If application of this policy/practice leads to discrimination (direct or indirect), harassment, victimisation, less favourable treatment for particular equality groups:
- If the policy/practice contributes to advancing equality of opportunity²

Making teaching and learning resources openly available to the world will help the University achieve its mission to “make a significant, sustainable and socially responsible contribution to Scotland, the UK and the world, promoting health and economic and cultural wellbeing”. In particular it can help widening participation by making University-produced teaching materials accessible to groups who might otherwise be excluded.

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

By sharing our materials, as well as encouraging reuse of resources produced both within and outwith the University, there is increased opportunity for knowledge sharing and positive interaction with other institutions, organisations and the wider community.

- If the policy/practice create any barriers for any other groups?
- How the communication of the policy/practice is made accessible to all groups, if relevant?

Information Services Group (ISG) are funding an OER service to engage the University community with OERs. The policy is intended to be enabling and inclusive, requiring that University policies on inclusivity are met.

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

Projects are being actively sought and encouraged to demonstrate the way that OERs can be used to change practice to encourage equality. These projects will be reviewed on an on-going basis to feed back in to policy review and will be equality impact assessed to ensure that they are encouraging equality.. There has been wide consultation on the policy from both

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.

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

within and outside the university, including: Learning and Teaching Committee, Edinburgh University Student Association (EUSA), OER working group, OER workshop participants, OER practitioners participating in EUSA benchmarking exercise, Library & University Collections, Centre for Educational Technology, Interoperability and Standards (Cetis), UKOER community.

- 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:

Encouraging the open sharing and reuse of teaching and learning resources can have a positive impact by enabling choice for all University members and by making University teaching content and processes more transparent. It also increases opportunity to share and reuse best practice with the wider community.

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

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).

None required.

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

2016/17

H. Publication of EqIA

Can this EqIA be published in full, now? Yes

I. Sign-off

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

Stuart Nicol, Learning Technology Team Manager

Accepted by (name): Melissa Highton

Date: 28th January 2016

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