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):
Student Data from VLEs - Learn Building Block. An add-on tool "Data for Students" for each course in Learn, which can be activated by teaching staff. Once active, it provides a link which allows students to see a "heat map" of their activity inside a course, and (where selected by staff) relevant grades and class averages inside the course.

B. Reason for Equality Impact Asessment (delete as applicable):
  * **Other (please state): New tool to allow staff to share selected activity data with students on courses in Learn.**

C. Person responsible for the policy area or practice:

Name: **Wilma Alexander**

Job title: **Learning Services Manager, EDE**

School/service/unit: **Learning, Teaching and Web Division, 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) - may be available for any staff / students **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? (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 partnership

The LEARN add on tool has the potential to impact all students and therefore the potential to affect all potential protected characteristics but we feel that the protected characteristics of disability and race are the most likely to be impacted. The tool will only be used for some courses at the discretion of the teaching staff.

Add notes against the following statements where applicable/relevant:

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

There will be the expectation from some disabled users that the system complies with the recognise accessibility standards (Web Content Accessibility Guidelines version 2) and we compatible with various forms of assistive technology. The add on system is only available in English but as English is the main teaching language of the University and only students and staff will have access to the system we do not envisage that this will cause any disadvantage.

• Any gaps in evidence/insufficient information to properly assess the policy, and how this be will be addressed:
The add on system has undergone accessibility testing in line with the Web Content Accessibility Guidelines version 2 AA standard and with compatibility with the main forms of assistive technology used by students of the University so we feel we have sufficient information at this stage 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 that this add on will lead to any forms of prohibited conduct.

• If the policy/practice contributes to advancing equality of opportunity
The add on tool allows students 24 hour access to information about how they are proceeding with their course. It is hoped that making this information more available in an accessible format will have a positive impact, especially on those for whom travelling to the university or communication with staff may be problematic (i.e. those with mobility or sensory impairments, those with caring responsibilities (predominantly shown to be woman statistically), those with parental responsibilities etc.

• If there is an opportunity in applying this policy/practice to foster good relations:
It is hoped that the positive impacts mentioned above and the care taken to ensure the add on tool is accessible will foster good relations.

• If the policy/practice create any barriers for any other groups?
 We do not believe that this policy will lead to any barriers for any other groups. All staff and students on campus have access to free 24 hour computing facilities.

• How the communication of the policy/practice is made accessible to all groups, if relevant?
Information about the add on will be made available in a variety of mediums (emails and on the website) and information about the change will be 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?
Overview and testing has been carried out by development team member, against WCAG 2.0 Guidelines and the system has been run past the Information Services Disability Information Officer. All feedback will be monitored for any comments related

to positive or negative effects 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:
By being able to evidence that the system has been tested for accessibility and compatibility with assistive technology it is hoped that this will help demonstrate the commitment which the University places on Equality and Diversity issues partially in this case with regard to disability.

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 practice is robust. Where available, the pages for this tool have been evaluated and meet WCAG 2.0 AA standards.

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).
    -Advise staff of the need to ensure communication is available in alternative formats upon request.
    -Monitor feedback for any comments related to positive or negative effects on any of the 9 protected characteristics.
2. When will the policy/practice next be reviewed?
    If any additions or amendments are made to the tool after deployment in August 2015 or if 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 (name(s) and job title(s)): **Wilma Alexander, Learning Services Manager, EDE**

Accepted by (name): **Mark Wetton, Head of Educational Design and Engagement**

Date: **13/8/15**

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