



Equality Impact Assessment Guidance and Template

This form is intended to help you decide whether an Equality Impact Assessment (EqIA) is needed and, if it is, to carry out the assessment of impact.

Before carrying out EqIA, you should familiarise yourself with the University's EqIA Policy Statement 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 is part of the University's general equality duty under the Equality Act 2010 and the Equality Act 2010 (Specific Duties) (Scotland) Regulations 2012. The Equality Act 2010 specifies the following 'protected characteristics': age, disability, race (including ethnicity and nationality), religion or belief, sex, sexual orientation, gender reassignment, pregnancy and maternity, and marriage or civil partnership. This form uses 'equality group' to mean persons who share a relevant protected characteristic.

The University has a general equality duty to have due regard to the **needs** to:

- eliminate discrimination, harassment and victimisation
- advance equality of opportunity
- foster good relations between people who share a relevant protected characteristic and people who do not share it.

Under the Scottish Regulations, the University has a specific duty – subject to relevance and proportionality - to assess the impact of applying proposed new or revised policies and practices against the needs above. 'Policy and practice' should be interpreted widely to include the full range of the University's policies, provisions, criteria, functions, practices and activities, including decisions and the delivery of services – essentially everything we do.

This form is a tool to help with screening and EqIA and is designed to lead you through the process through asking pertinent questions and giving examples. However, the law does not dictate a particular form for EqIA. The requirement is to actively consider how a policy or practice will meet the general equality duty, and take any necessary action. Wherever practicable, EqIA should be built into standard processes and tailored to the nature of the policies or practices involved.

It is, however, necessary to publish EqIA where the policy or practice is applied, so all EqIAs – in whatever format - should be sent to equalitydiversity@ed.ac.uk for publication.

The form includes: some details about the policy/practice; a screening analysis to indicate whether full EqIA is required; and then a number of questions to enable full EqIA.

Answers should be recorded after the questions and the form can be expanded and supplemented as required. Answers may be as long or short as is necessary and relevant, bearing in mind that the effort involved in EqIA should be proportionate to the relevance of the policy or practice to equality.

Once completed, this form will be the record of the screening and, where applicable, the EqIA of the policy or practice. All full EqIAs are published.

A. Policy or Practice (name or brief description):

Practice – Upgrade of the Confluence Wiki Service used by staff and students for collaborating documentation projects The system is called Confluence Wiki Service and the upgrade is from v5.1to v5.7.

Note – Updated from previous upgrade assessment

Update 2018: The Wiki was upgraded from v6.1 to 6.8 on 19 June, 2018, which enabled live editing (i.e. multiple people can edit Wiki at the same time and see each other's edits as they happen) and updated the colour scheme.

B. Reason for screening (delete as applicable):

- Proposed change to an existing policy/practice

Update 2018: Update to existing EqIA

C. Person responsible for the policy area or practice:

Name: Alex Carter

Job title: Head of Service Management

School/service/unit: Service Management, Applications Division

Update 2018: Alex Carter, Head of Service Management, Applications Division

D. Screening Analysis

1. Does the policy or practice affect primary or high level functions of the University? **Yes**
2. Is the policy or practice relevant to the promotion of equality (in terms of the Public Sector Equality Duty 'needs' set out in the introduction above)? **No**
3. Is the policy or practice one on which interested parties could reasonably expect the University to have carried out an EqIA? **Yes**

If the answer to any of these questions is 'Yes', an EqIA should be carried out on the proposed/revised policy or practice at an early stage and in any event before it is finalised.

E. Screening outcome

Equality Impact Assessment required: **Yes**

Record notes about the screening process or outcome here.

The Confluence Wiki Upgrade will affect many students and is in some cases a required interface that students must use to submit coursework and therefore the potential positive and negative impact on the 9 protected characteristics will be considered. It may also affect all staff as well who will need to access it to obtain information etc.

Update 2018: Review conducted by Alain Forrester, Service Manager, IS Applications Division

F. Sign-off

Screening undertaken by: Alain Forrester, Service Manager, IS Applications Division

Accepted by (name): Alex Carter

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

Update 2018: Alex Carter, Head of Service Management, Applications Division has accepted this EqIA

Date: 27/04/2015

If EqIA is not being carried out, delete the remainder of this form and send the completed form to equalitydiversity@ed.ac.uk.

G. Equality Impact Assessment

Before assessing the policy/practice, ensure that you have a clear understanding of the purpose of the policy or practice, the context, the intended beneficiaries and the results aimed for.

In answering the questions below:

- Bear in mind that the extent of EqIA should be proportionate to the relevance of the policy/practice to equality. It may not be practicable or necessary to answer every question or address every potential scenario.
- Focus mainly on aspects of the policy/practice that are most relevant to the question, to ensure most attention is given to the most important areas.
- Relate answers to consideration of the available evidence and address any gaps or disparities revealed, where feasible without disproportionate effort. For new policies, assess potential impact.
- Describe any action identified to address any issues highlighted.
- Where there is potential for adverse impact, but the policy/practice will still be applied, indicate the rationale for that decision.

Initial/partial EqIA: in some circumstances - particularly for new policies/practices – there may be limited information on which to base EqIA. In these cases, the EqIA should be carried out to the extent possible and should identify arrangements for monitoring/investigation of equality impact and for fuller EqIA in future.

Wholly positive impact: Some policies/practices may be viewed as having only positive equality impact. For these, consideration should still be given to ensure that no adverse impact is overlooked and to ensure that full advantage is taken of the positive impact, e.g. through effective communication. However, the effort involved in carrying out EqIA should not be excessive.

1. Overview. Indicate the current status of the policy/practice or the stage of development/review. Also note any general comments here regarding the relevance and significance of the policy/practice to equality. Which aspects of the policy/practice are particularly relevant (which should be the main focus for EqIA)? On what aspects of equality does the policy/practice particularly impact?

The Wiki is a core online service much in use by all areas of the university. There are over 2300 sites and over 400,000 pieces of content with an average of 20,000 page views per day. The upgrade is required because:

- Regular updates to the software are needed to keep the software secure, stable, reliable, responsive and functional.
- We continue to be on a version of Confluence that the vendor Atlassian are supporting in

order to receive assistance with issues.

- The end of life support date for Confluence version 5.1 is approaching.
- The current version has browser compatibility issues.
- The upgraded version will have improved accessibility.
- The service will be upgraded in the summer of 2015

The main impacts are likely to be around the protected characteristics of disability and race. The main potential impact on disability is related to accessibility i.e the application should be compatible with assistive technology and comply with the World Content Accessibility Guidelines (WCAGv2). The application will only be available in English but as English is the main teaching language of the University we do not envisage that this should create any disadvantage,

Update 2018: The Wiki was upgraded from v6.1 to 6.8 on 19 June, 2018, which enabled live editing (i.e. multiple people can edit Wiki at the same time and see each other's edits as they happen) and updated the colour scheme (which made the blue brighter). No significant issues were reported after the upgrade.

We have also identified additional positive impact for the Wiki project as a whole, particularly for disabled people, those with religious commitments, those covered by the protected characteristic of pregnancy and maternity/caring responsibilities, or who are living abroad. The Wiki is accessible 24/7, which enables people who are not able to work during regular office hours to access reports at their convenience. We have received no complaints with regards to accessing the wiki from countries such as China and Russia where there are stricter internet rules.

All content added to the wiki must not discriminate against any of the protected characteristics. Any content that was found to discriminate against any of the protected characteristics could result in disciplinary action in accordance with appropriate University policies. 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. The University has a Dignity and Respect policy which staff and students must adhere to.

2. To which equality groups is the policy/practice relevant? Policies/practices applying to substantial groups of students or staff will be relevant to all equality groups, which should be noted. However, also indicate any equality groups for which the policy/practice is particularly relevant, and why.

The protected characteristics under the Equality Act are (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

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.

In answering the questions below consider each of these equality groups. As part of this, consider diversity within, as well as between groups (e.g. different disabilities, different racial groups). Consider the implications of combinations of protected characteristics e.g. issues of relevance to women may vary once race, religion and age are taken into consideration. Also consider the impact on those with caring/family responsibilities (which tends to impact more on women).

The Confluence Wiki is available to all staff and students at the University and therefore it will be relevant to all groups. In particular though, as a web-based resource, it will need to be as accessible as possible in terms of compatibility with assistive technology and compliance with the World Content Accessibility Guidelines (WCAGv2).

The system will only be provided in English However English is the main teaching language of the University so all users using the Wiki will be enrolled on courses taught in English. So we do not envisage that this should create any disadvantage,

3. What evidence is available about the needs of relevant equality groups? E.g. information/feedback from equality groups or other stakeholders, involvement or research with equality groups or individuals, equality monitoring data, service monitoring data, information for other similar policies/practices, staff surveys, research reports, demographic information, audit, inspection or management reports and recommendations.

The Information Services Disability Information Officer has completed a detailed accessibility review of the Wiki on version v5.1 service and will continue to review the accessibility of all new developments, including the upgrade to v5.7. We will consider all feedback on the wiki service in particular, those related to equality and diversity issues.

Update 2018: The Information Services Disability Information Officer has completed a detailed accessibility review of the Wiki on version v5.1 of the service, and will review the accessibility of all new developments, including the upgrade to v6.8. We will consider all feedback on the Wiki service, in particular those related to equality and diversity issues and the appropriate action will be taken.

The majority of the calls raised via helpline have been related to functionality such as permissions or advanced features not working as expected. These are generally traced back to user error, lack of understanding of the features in question or software bugs.

Where are the gaps in evidence? If there is insufficient information to properly assess the policy, how will this be addressed? If information cannot be gathered now, consider building monitoring into the plans for implementation/review of the policy/practice. Note: the resources put into collecting evidence should be proportionate to the relevance of the policy/practice to equality.

At present, because this is an upgrade to an existing system and because we will be able to carry out a full accessibility test for disabled users we will not conduct any focus groups or directly involve users from any specific protected characteristics as we feel this is not proportional.

However, if we are unable to resolve any issues we would look to seek input from users from relevant protected characteristics. In addition, All feedback will be monitored for any comments related to any positive or negative impacts on any of the 9 protected characteristics and the appropriate action taken.,

Update 2018: At this stage we feel we have sufficient evidence to proceed.

4. Might the application of this policy/practice lead to discrimination, harassment or victimisation? Might it result in less favourable treatment for particular equality groups or give rise to indirect discrimination?

We do not envisage that the application will lead to any forms of prohibited conduct. The upgraded version of the Confluence Wiki Service has addressed some of the potential accessibility issues of previous versions and therefore will in fact reduce the need for any potential reasonable adjustments. Reasonable adjustments will of course still be put in place for disabled students and staff who require them.

Update 2018: we not believe that the new design has led to or will lead to any forms of prohibited conduct because of the reasons stated above, in fact it may have a positive impact. Where the Wiki is inaccessible for a disabled user we will do all we can to rectify this and where this is not possible we will put in place reasonable adjustments such as providing content in alternative formats or providing staff with assistance to use the Wiki

5. Are reasonable adjustments built in where they may be needed?

The Confluence Wiki is a web based system that creates W3c standards compliant XHTML code. The system is Section 508 Accessibility Compliant (<https://confluence.atlassian.com/display/DISC/Confluence+Section+508+Accessibility+Compliance>). We will alert Wiki Space Owners to the fact that they will need to provide information in alternative formats on request. We should also make them aware that they will need to provide alternative methods of submitting course materials if a student is unable to use the system for a reason related to a disability. In addition, We will highlight the need to make reasonable adjustments for any staff who may require them such as providing information in an alternative format as required.

Update 2018: There have been no reports of any reasonable adjustments to wiki content or resources. There have been no reports of requests for content or resources in alternative formats. Looking forward, if the Wiki is inaccessible for a disabled user we will do all we can to rectify this and where this is not possible we will put in place reasonable adjustments such as providing content in alternative formats or providing staff with assistance to use the Wiki.

6. Does the policy/practice contribute to advancing equality of opportunity²? Will it help to:

- remove or minimise disadvantage
- meet the needs of different equality groups
- encourage increased participation of particular groups
- take account of disabled people's impairments?

The upgrade to the new version on Confluence Wiki (5.1.27) has addressed some accessibility issues improving the accessibility of the application reducing the need for reasonable adjustments and therefore making the system more accessible to disabled users. The system has undergone a full accessibility testing to ensure it takes account of the needs of disabled users by testing its compatibility with assistive technology and compliance with WCAG version 2.

Update 2018: The enabling of live editing (i.e. multiple people can edit Wiki at the same time and see each other's edits as they happen) in the updated version makes it easier for people to collaborate when editing wikis, and the updated the colour scheme makes it easier for all users to navigate and utilize the platform. The most recent version of the Wiki has been tested for accessibility by the Information Services Disability Information Officer.

7. Is there an opportunity in applying this policy/practice to foster good relations between people in any protected group and those who are not³? Will it help to tackle prejudice and/or promote understanding?

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

³ This question does not apply to the protected characteristic of marriage or civil partnership.

It has the potential to highlight to schools the need to ensure that reasonable adjustments must be in place for disabled users when there is a requirement to use a specific system or method which may improve other services and facilities schools offer by increasing their awareness to these issues. In addition, the rigorous accessibility testing of the system will demonstrate to users the commitment which the University has towards Equality and Diversity.

Update 2018: Our ongoing consideration in looking any potential effects on any of the characteristics will hopefully continue to demonstrate the users the University's commitment towards Equality and Diversity.

8. Is there evidence (or an expectation) that people from different equality groups have different needs or experiences in relation to the policy/practice? If so, what are they?

Some disabled users may require the system to be compatible with assistive technology and compliant with WCAG version 2. Although the system is only in English, there should not be an expectation from users that they system will be available in any other language as the teaching language of the University is English and all users will be enrolled on courses at the University or a member of staff.

9. Is there evidence (or an expectation) of higher or lower uptake by any equality group(s)? If so, give details of the differences and the reasons for these (if known)?

No, the wiki is used by all relevant staff and students.

Update 2018: We have no evidence that the website is used more or less frequently by any one equality group.

10. Is any equality group excluded from participating in or accessing the service or functions? If so, why?

Those users who are unable to speak English will be excluded as the system is only available in the English language – however all university users of this system will be enrolled on courses at the University where English is the teaching language or members of staff so this should lead to any disadvantage.

Update 2018: there has been no evidence to suggest that any equality group has been excluded.

11. Does the policy/practice create any barriers for any other groups? For example, because of the time when the service is delivered or because of restricted income? Is the communication of the policy/practice accessible to all groups?

Because the system is computer based there is the potential that lower income users may not have computer access at home however, the University provides 24-hour access to computing facilities for all students and staff, so this should not pose any disadvantage.

Update 2018: We have identified further ways in which the communication of the service is accessible to all groups. Information about the University Wiki is available on the University website (<https://www.ed.ac.uk/information-services/computing/comms-and-collab/central-wiki>), which adheres to the University Web Accessibility Policy based around the Web Content Accessibility Guidelines Version 2 AA standard. Alternative formats of the policy will be available for disabled users free of charge on request

In-person training sessions may be requested from the Digital Skills Team via email. These can be arranged to held in locations and times suited to the individual so taking account of needs arising from a disability, needs to observe dates and times of religious observance etc.

12. How are relevant equality groups or communities 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 on an on-going basis for disabled users. In addition all feedback will be monitored for any potential positive or negative effects on any of the 9 protected characteristics. Are there any other points to note regarding the potential or actual impact of applying the policy or practice, with regard to the need to eliminate discrimination, advance equality and promote good relations? If so, note these here.

All information we provide to users and schools on The upgrade will be available in alternative formats upon request.

H. Equality Impact Assessment Outcome

There is a legal obligation to take account of the results of the EqIA in the development of a new or revised policy or practice. This requires considering taking action to address any issues identified, such as removing or mitigating any negative impacts, where possible, and exploiting any potential for positive impact. Clearly any unlawful discrimination must be eliminated.

Having considered the answers in section G, select one of the four options below to indicate how the development/review of the policy/practice will be progressed. Delete the options that do not apply.

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

For the reasons detailed above.

I Action and Monitoring

1. Specify the actions required to implement the findings of this EqIA.

- Ensure staff are aware of the need to offer all information about the upgrade in alternative formats upon request,
- Ensure schools are aware of the need to allow disabled users to submit work via alternative means if necessary without penalty and the need to potential make other reasonable adjustments
- To ensure were staff are aware of the need to make reasonable adjustments for disabled staff members who may require them.
- Monitor feedback for any potential positive or negative impacts on any of the 9 protected characteristics

2. State how the policy or practice will be monitored in relation to its equality impact (or note where this is specified above).

The project team and Information Services Helpline will monitor all feedback on the upgrade from users on an on-going basis to review any positive or negative impact on any of the 9 protected characteristics.

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

The EqIA will next be reviewed when there are any changes made to the functionality of the Wiki, further version upgrades or where we become aware of an issue for instance through feedback which might have a negative impact on any of the 9 protected characteristics.

Update 2018: Design has been reviewed but no significant changes have occurred during the past year. We will review the EQIA with the next upgrade or when we receive any positive or negative feedback related to any of the 9 protected characteristics.

J. Publication of EqIA

EqIAs are published on the Equality and Diversity website.

There is a statutory requirement to publish EqIAs within a reasonable period. However, in some circumstances there may be valid reasons to limit what is published or to delay publication.

Can this EqIA be published in full, now? Yes

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

J. Sign-off

EqIA undertaken by (name(s) and job title(s)): Alain Forrester Service Manager, IS Applications Division

Accepted by (name): Alex Carter, Head of Service Management

Date 27/05/2015

Update 2018: Alain Forrester, Service Manager, IS Applications Division undertook the EqIA. Alex Carter, Head of Service management, Information Services has accepted this EQIA.

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