



## Equality Impact Assessment

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](http://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):**

Provision of remote access to applications for students.

[Remote software | The University of Edinburgh](#)

Due to current Covid19 restrictions, students are not able to access applications by logging into PCs in open-access computing labs or school computing labs as they would have previously.

To remediate this issue, IS have:

- Increased the number of licences available for the existing Apps.ed service and the number of applications available via Apps.ed
- Provided a new virtual windows desktop (WVD) via which students may access additional applications
- Provided a new remotelabs service via which students may access applications which are only available via locally on managed labs in schools
- Provided a set of web pages indicating to students how to access the best way to access each application (including downloading)

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

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

**C. Person responsible for the policy area or practice:**

Name: Vladimir Zirojevic

Job title: ITI Desktop Services Section Lead

School/service/unit: ITI

**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?

## E. Equality Groups

To which equality groups is the policy/practice relevant and why? (add notes against the following applicable equality group/s)

- Age: N/A
- Disability: Check that services meet guidelines for visual impairment
- Race (including ethnicity and nationality): N/A
- religion or belief: N/A
- sex :N/A
- sexual orientation: N/A
- gender reassignment: N/A
- pregnancy and maternity: N/A
- marriage or civil partnership<sup>1</sup>: N/A

Add notes against the following applicable statements:

- On any available information about the needs of relevant equality groups:
  - Users with visual impairments require that the new services are fit for use with assistive software
  - The new web pages follow university accessibility guidelines
- Any gaps in evidence/insufficient information to properly assess the policy, and how this be will be addressed:
  - The WVD and remotelabs are based on vendor software which cannot be substantially changed.
- If application of this policy/practice leads to discrimination (direct or indirect), harassment, victimisation, less favourable treatment for particular equality groups:
  - These services have been introduced to allow all students remote access to the applications which they need while social distancing measures are in place
- If the policy/practice contributes to advancing equality of opportunity<sup>2</sup>
  - These services have been introduced to allow all students remote access to applications while social distancing measures are in place, and as such will disproportionately benefit users who may be required to shield during the Covid 19 restrictions.
- If there is an opportunity in applying this policy/practice to foster good relations:
  - These services have been introduced to allow all students remote access to applications while social distancing measures are in place, and as such will disproportionately benefit users who may be required to shield during the Covid 19 restrictions or who may have travel restrictions imposed due to Covid 19 restrictions.

<sup>1</sup> 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.

<sup>2</sup> 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?
  - Users who do not have access to good broadband or appropriate laptops may be impacted but the university already has plans in place to ensure that this is available to students in need
- How the communication of the policy/practice is made accessible to all groups, if relevant?
  - The local teaching organisations will issue instructions to students on how to access software required for completion of their coursework
- How equality groups or communities are involved in the development, review and/or monitoring of the policy or practice?
  - Students encountering issues will be assisted by the usual user support procedures via EdHelp or the Helpline
- 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:
  - The benefits to all students are that they will have access to all required software without having to attend the university in person.

#### 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.

~~**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).

Where a student is unable to use any of the remote-access solutions provided, IS will work with local school resources to resolve the issue for that student. For example it may be possible for a student to be granted direct RDP access to a specified PC. Furthermore, there are initiatives to provide students with loan laptops that will allow users to install these apps and run locally in places with limited internet access.

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

As part of a normal service review, likely after the Covid19 restrictions have been lifted.

**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)): Morna Findlay, ITI Project Manager

Accepted by : Vladimir Zirojevic

Date:26/11/2020

Retain a copy of this form for your own records and send a copy to [equalitydiversity@ed.ac.uk](mailto:equalitydiversity@ed.ac.uk)