 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): Socrative – tool to quickly assess student understanding with prepared activities or on-the-fly questions across multiple devices and platforms

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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: **Min Yue**

Job title: **Teaching Fellow in Chinese**

School/service/unit**: LLC/Asian Studies**

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
- 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 **yes**
- race (including ethnicity and nationality)
- religion or belief
- sex
- sexual orientation

- gender reassignment
- pregnancy and maternity
- marriage or civil partnership[1]

There is a commitment to improving accessibility, but there is also a statement highlighting that there may be issues impacting users with disabilities – they have the following statement: "We recognize that we have work to do in order to improve. There are still barriers within our applications that prevent users with disabilities from experiencing all of the features we offer."

[Commitment to Accessibility Statement | Socrative Support](#)

Add notes against the following applicable statements:

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

Users with a disability such as a hearing impairment, vision impairment or motor skills impairment, may encounter barriers using socrative as a learning technology, however Socrative have set out a plan of action to address these barriers:

"Compliance to WCAG 2.1 AA web standards and mobile accessibility best practices.
Form an Accessibility Committee of diverse cross-functional members dedicated to being leaders and champions of accessibility.
Provide accessibility education for our employees.
Incorporate accessibility guidelines into our processes and policies.
Stay open, informed and responsive to guideline changes and new information."

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

Any feedback from students regarding accessibility issues with socrative will be forwarded to Socrative via their feedback form:

"Feedback is always welcome. We all live different experiences, and our team would appreciate it if you would be willing to share your experiences with us.
*If you have questions, concerns, suggestions, or general comments that you would like to share about the accessibility of Socrative, please fill out our **accessibility contact form**."*

- If application of this policy/practice leads to discrimination (direct or indirect), harassment, victimisation, less favourable treatment for particular equality groups:

As the quizzes/interactive content is setup internally by the tutor for access by their class, there is nothing to suggest that this would lead to less favourable treatment – however, not all disabilities are obvious or declared and the tutor must evaluate the use of the tool

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

No

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

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

This tool provides an interactive way of testing students understanding which is more engaging for the students and easy to manage for the staff members which should improve both relationships and student understanding.

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

No

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

This will be disseminated by the individual tutor

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

Feedback sent to Socrative

- 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:

None that has been identified

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 3: Continue the policy or practice despite the potential for adverse impact, and which can be mitigated/or justified

On the understanding the Socrative are actively looking to improve accessibility and have a plan for implementation, and that the quizzes are generated internally by the tutors and only accessible by their students

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).

   As this must be accessed by tutors prior to student interactions, the tutors should highlight any changes to the tool.

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

   In view of Socratives roadmap for improvement in accessibility this will be reviewed in 12 months, or when a tutor highlights any improvements relating to the accessibility for disabled students.

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: **Carne Burke, Learning and IT Manager**

Accepted by: **Min Yue, Teaching Fellow in Chinese, LLC**

Date: **15/06/2021**

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