

**Equality Impact Assessment (EIA) Recording Form**

Please refer to the notes and examples in the EIA Guidelines to help complete this record.

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| Title of Activity/Proposal/Policy/Practice | MyEC – Student Digital Platform | | EIA Team and Lead Member of Staff (names of all people involved in this EIA) | Alan Meechan  Caryn Smith  Lucie Dingle | Date | 28/04/23 |
| Type of Policy/Practice/ (tick box) | New |  |
| Existing |  |
| Revised | Checkmark |

**Step 1 – Plan your process**

Considering the aims of the policy/proposal and the people will be involved.

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| What are the aims and purposes of the activity/ decision/ new or revised policy or procedure?  See Note 1 | In 2019 the college employed the provider Collab co to platform the college official student facing app using their app store licencing.  In 2022 the college conducted a project to enhance the functionality of the app based on student requirements gathered by the Business Solutions team. At the conclusion of this project the Executive Team agreed that in order to have greater developmental control in the future steps should be taken to build an in-house app.  Using the current My EC platform (external provider) as a template this project will seek to build an in-house app which would allow for greater control and continuous improvement that is in line with identified user requirements and reduce yearly costs as the college would no longer need to pay an external provided to host the college official student application. |
| Who will be affected?  See Note 2 | All Students. |
| Who will be consulted?  See Note 3 | Student Experience, ECSA, Communications Team. |

**Step 2 – Consider the Evidence**

What are the evidence we need and how we can gather them?

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| What evidence is available of how the policy/decision, etc. affects, or may affect, protected groups?  Evidence could be quantitative, qualitative or anecdotal.  Do we have enough evidence to judge what the impact may be?  See note 4 | Student Experience, ECSA and Communications Team will assist with consulting students and gathering their feedbacks on the new app.  The inhouse development will make the student app more accessible to all groups as will be built in line with the WCAG 2.1 regulations. However, we want to ensure the app is inclusive and easy to use. Ongoing feedback from students will be vital in improving the app’s usability. |

**Step 3 – Assessing the impact**

This involves:

* Considering relevant evidence relating to people who share a protected characteristic
* Assessing the impact of applying a decision of a new or revised policy or practice against the needs of the Public Sector Equality Duty (PSED) and each protected characteristic.

How will the policy / decision help the College to comply with the Public Sector Equality Duty?

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| **Eliminating discrimination, harassment, and victimisation** | **Advancing equality-**   * **Removing disadvantage** * **Meeting different needs** * **Encouraging participation** | **Fostering good relations**   * **Tackling prejudice** * **Promoting understanding** |
| By following the WCAG 2.1 guidelines, the new MyEC app will remove some of the barriers for disabled students to access the College’s support and information. | The design of MyEC app will enhance the access of College’s services and support for students. | Information about College’s values and policies will be easily accessible in the new MyEC app. |

See Note 5

Key Questions to ask:

1. What potential positive/neutral/negative impacts can be identified?
2. What does evidence demonstrate about positive/neutral/negative impacts for different protected characteristic groups? E.g. statistics on participation, progression or outcomes, feedback or complaints
3. Does the policy/procedure/practice/decision take account of the needs of people with different protected characteristics? How is this demonstrated?
4. Does it affect some groups differently? Is this proportionate?

See Note 6

| Protected characteristic | Potential  Positive Impact Y/N | Details of Expected Positive Impact | Potential Negative Impact Y/N | Details of Expected Negative Impact |
| --- | --- | --- | --- | --- |
| Age | Y | The accessibility improvement of the new app will make it easier for some age groups to access information or support. | Y | Some age groups may require some guidance to be more familiar with the app. |
| Disability | Y | The accessibility improvement of the new app will make it easier for some disability groups to access information or support. | Y | There may still be some disability groups require assistance to access the app. |
| Gender reassignment |  | Uncertain at this stage, will encourage students to provide feedback. | Y | Gender reassignment students may not have issues in accessing the app, however, they may wish the language or content of the APP to be more inclusive of this protected characteristic. |
| Marriage/civil partnership (relevant in employment law) |  | Uncertain at this stage, will encourage students to provide feedback. | Y | Students may wish the language or content of the APP to be more inclusive of this protected characteristic. |
| Pregnancy and Maternity |  | Uncertain at this stage, will encourage students to provide feedback. | Y | Students may wish the language or content of the APP to be more inclusive of this protected characteristic. |
| Race | Y | It is envisaged that the new APP will work intuitively with the language set on the individual student’s device. | Y | Some content may not be automatically translated into the user’s first language. ESOL Students will be encouraged to provide feedback. |
| Religion or belief |  | Uncertain at this stage, will encourage students to provide feedback. | Y | Students may wish the language or content of the APP to be more inclusive of this protected characteristic. |
| Sex |  | Uncertain at this stage, will encourage students to provide feedback. | Y | Students may wish the language or content of the APP to be more inclusive of this protected characteristic. |
| Sexual orientation |  | Uncertain at this stage, will encourage students to provide feedback. | Y | Students may wish the language or content of the APP to be more inclusive of this protected characteristic. |

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| Other  characteristic  See Note 7 | Potential  Positive Impact Y/N | Details of Expected Positive Impact | Potential Negative Impact Y/N | Details of Expected Negative Impact |
| Social deprivation |  |  | **Y** | This can only be accessed via a smartphone/laptop or PC. College computers can be used and there is a fund that can be accessed to purchase device. |
| Care Experienced people |  |  | **Y** | This can only be accessed via a smartphone/laptop or PC. College computers can be used and there is a fund that can be accessed to purchase device. |
| People with caring responsibilities | Y | They can access information and support at their own time. |  | Uncertain at this stage, will encourage students to provide feedback. |
| Any other groups that need to be taken in consideration? |  |  |  |  |

**Step 4 – Acting on the results of the assessment.**

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| What actions can be taken or amendments made to policy to reduce the negative impact?  See note 8 | Focus groups will be organised via ECSA to obtain feedback from students of different protected characteristics.  Some adjustments may be required based on the students’ feedback. |
| Is there a need to address any gaps in evidence? | Continuous feedback from students will be vital in ensuring that the App is accessible, user friendly, and inclusive. |
| How will equality be advanced/ good relations be fostered? | The new App is compliant with the WCAG 2.1 guidelines. |
| Who has been involved in carrying out this assessment? | Development Team |
| If you cannot fully review the impact now, what else must be done, by/with whom and why? | Focus groups or student consultations will take place during September to December 2023. |

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| **Recommended decision:** (place an x against relevant outcome)  See note 9 | Outcome 1: Proceed – no potential identified for discrimination or adverse impact, and all opportunities to promote equality have been taken | **X** |
| Outcome 2: Proceed with adjustments to remove barriers identified or to better promote equality |  |
| Outcome 3: Continue despite having identified some potential for adverse impact or missed opportunity to promote equality |  |
| Outcome 4: Stop and rethink as actual or potential unlawful discrimination has been identified |  |
| Any other recommendations? | | |
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**Step 5: The monitoring and review stage**

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| **Plan actions to reduce negative impact, advance equality and monitor the impact of the policy, proposal or decision**   * Please indicate if there is any data which needs to be collected as part of action to be taken and how often it will be analysed. * Indicate how the person responsible will continue to involve relevant groups and communities in the implementation and monitoring of the policy, etc. * How will the impact of the policy/procedure/decision be monitored?   See Note 10 | | |
| **Action to be Taken:** | **Person Responsible:** | **Completion/Review Date:** |
| Continuous improvement records kept, including a list of developments and improvements made to the app led by our student population. | Alan Meechan | 01/08/2024 |
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| **Signature of Lead:**  **Date: 30/05/2023** | | |

**Step 6 – Review and Publication**

See Note 11

Please send the completed EIA record to [equality@edinburghcollege.ac.uk](mailto:equality@edinburghcollege.ac.uk) for

* review by Quality and Improvement;
* publication in whole or in part on the College website.

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| **Date of Review** | **30/05/23** |
| **Date of Publication** |  |