Equality Impact Assessment (EIA) Recording Form

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

Title of Activity/Proposal/Policy/Practice	Remote Desktop for students		EIA Team and Lead Member of Staff		Date	09/03/2021
Type of Policy/Practice/ (tick box)	New	x				
	Existing					
	Revised					

Step 1 – Considering the aims of the policy/proposal and evidence of how it affects different groups

What are the aims and purposes of the activity/ decision/ new or revised policy or procedure? See Note 1	The Aim is to allow students who need to, to access computers in the college from home via software during the COVID19 Pandemic
Who will be affected? See Note 2	Students in Creative industries, Engineering, and Business and Enterprise
Who will be consulted? See Note 3	Curriculum Managers, some lecturers, Heads f Faculty, IT Department, Student Experience Head and the executive management team
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	Anecdotal evidence suggests it will benefit all protected groups in the same way as other students. Consultation was sought about students using assistive technology and it was determined that assistive technology works with or on the computers. It is also beneficial if students own computers are not capable of running

assistive technology then it can be run on the remote machine.
Access to the remote machine is through an app which when tested presented no immediate barriers to accessibility.

Step 2 – 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.

The Public Sector Equality Duty:

Eliminating discrimination, harassment and victimisation	Advancing equality- • **Removing disadvantage** • **Meeting different needs** • **Encouraging participation**	Fostering good relations • **Tackling prejudice** • **Promoting understanding**

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			N	
Disability	Y	Without tis system students didn't have access to the college computers at home or outside of college hours. This system reduces the need for travel and allows flexibility to access 24/7 when students want/need		
Gender reassignment			N	
Marriage/civil partnership (relevant in employment law)			N	
Pregnancy and Maternity	Y	Without tis system students didn't have access to the college computers at home or outside of college hours. This system reduces the need for travel and allows flexibility to access 24/7 when students want/need		
Race			N	
Religion or belief			N	
Sex			N	
Sexual orientation			N	
Social deprivation* See Note 7	Y	This system allows those with relative digital poverty to have the same access and experience and those with High performance IT equipment at home. This system creates equality		
Care Experienced people*			N	
People with caring responsibilities*	Y	Without tis system students didn't have access to the college computers at home or outside of college hours. This system reduces the need for travel and allows flexibility to access 24/7 when students want/need		

Step 3 – Acting on the results of the assessment.

What actions can be taken or amendments made to policy to reduce the negative impact? See note 8	
Is there a need to address any gaps in evidence?	This is an initial pilot and data can be gathered to inform future decisions about how wide spread the software will be in future and whether this or another version of the software is better suited or if barriers are encoutered.
How will equality be advanced/ good relations be fostered?	This system addresses digital poverty and creates equality , which in turn impacts positively by creating equality of opportunity to attainment academic success or those from low socio economic backgrounds.
Who has been involved in carrying out this assessment?	CM's from Creative Industries, Engineering and Business and Enterprise, members of IT department, head of student experience team, some lecturers.
If you cannot fully review the impact now, what else must be done, by/with whom and why?	Longer term PI data and Withdrawal data can be analyzed, as well as gather front-line feedback from Curriculum Managers and student experience team managers.

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?		

Step 4: The monitoring and review stage

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:
Monitor impact through Student experience team, and curriculum Managers	Sam Blyth	Feb 2022

Signature of Lead: Sam Blyth   **Date:**   09/03/2021

Step 5 – Review and Publication

See Note 11

Please send the completed EIA record to equality@edinburghcollege.ac.uk for

- review by Equalities team
- publication in whole or in part on the College website.