

Equality Impact Assessment Form

Please ensure you have read the EIA Policy and Guidance document before completing this form.
If you need assistance please contact the EDU. Please return the completed form to the EDU.

STEP 1 - Define policy/ practice
i. Name of policy/ practice/ significant change
Lecture Recording Policy
ii. Owner of policy/ practice (College, School or Service)
Learning & Teaching Committee
iii. Date of policy/ practice approved
05/06/2014
iv. Approved by? (Committee, College, School or Service)
Senate

STEP 2 - Description of policy/ practice
i. What are the aims?
To provide guidance to staff and students on recording of lectures
ii. Who does it cover?
Lecturing staff and students
iii. How often is this policy / practice reviewed?
To be reviewed in 2016

STEP 3 - Could there be any implications for a protected characteristic group (as defined by the Equality Act 2010) in this (or the development of) policy/ practice?
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STEP 3a - Yes, there is a potential implication or barrier for a protected characteristic group.		Go to Step 4
Please tick all that are relevant <input checked="" type="checkbox"/>		
	Notes	
Age	<input type="checkbox"/>	
Disability	<input checked="" type="checkbox"/>	
Gender Reassignment	<input type="checkbox"/>	
Marriage and Civil Partnership	<input type="checkbox"/>	
Pregnancy and maternity	<input type="checkbox"/>	
Race	<input checked="" type="checkbox"/>	
Religion or Belief	<input type="checkbox"/>	
Sex	<input type="checkbox"/>	
Sexual Orientation	<input type="checkbox"/>	

STEP 3b - No, there is no potential implication for a protected characteristic group.	Go to Step 8
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STEP 4 - What evidence do you have for this conclusion (potential implication for a protected characteristic group)?
Briefly explain:
<p>The policy applies to all staff and students and is about their responsibilities around lecture recording and the availability of it. This policy will have an impact on Disability and Race - both are noted to be a positive impact. Currently there is only provision for students with certain disabilities to audio record their lectures, however by placing a recording device at the start of the lecture in effect means them having to disclose their disability. This unintended disclosure is removed (in some cases) by the policy as by enabling students to ask to make their own recording where no official recording will be available, it will no longer be an assumption that the request is because of a disability. However, as the University legal advice is that it is the individual lecturer's decision regarding recording, it is still possible that a disabled student is allowed to record whilst in the same lecture a non-disabled student is not, and thereby causing disclosure. For race (specifically nationality), this positive impact would be for student who have English as a second language, whose educational requirements would be enhanced by the opportunity to review the lecture content more than once.</p>

STEP 4a - Does the evidence show a positive impact?	Go to Step 5
Please provide an example and attach evidence:	
No data is available, however we expect their to be a positive impact for disabled students, and students who have English as a second language.	

STEP 4b - Does the evidence show a negative impact?	Go to Step 6
You need to consult with relevant stakeholders - the EDU will assist with this process Please provide brief details and attach evidence:	
N/A	

STEP 4c - Does the evidence show no impact?	Go to Step 8
Attach evidence to this form	
N/A	

STEP 5 - Continue to promote good opportunity for all people	Go to Step 8
Promote and implement as exemplar policy/ practice	
N/A	

STEP 6 - Involve and consult stakeholders to address any negative impacts	Go to Step 7
EDU will assist with this process Please provide brief details of involvement and consultations:	
N/A	

STEP 7 - Outline any changes made to the policy/ practice as a result of the consultation	Go to Step 8
Please provide details of changes:	
N/A	

STEP 8 - Publish results (as required by law)	Go to Step 9
Please return this form, once completed, along with copy of amended policy or practice and any relevant information, to the EDU for annual reporting and for inclusion on the University website. Please note items sent to EDU here:	

STEP 9 - Regular review	
Regular reviews ensures that policy and practice is kept up to date and meets the requirements of current equality legislation. Where a negative impact has been identified and remedial actions is being implemented, the policy owner should define a timescale for review.	
Please give details of review process:	Next review in 2016, review will be reported to University L&T committee.

SIGNING OFF PROCESS				
Name of EIA Owner	Kerr Gardiner			
Signature				
College/ School/ Service	LTC			
Date of Completion				
Date received by EDU	21-Jul-15			
Approved in principle?	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Any actions required? Please specify No.				
Signed on behalf of EDU Date: 22 July 2015	Signature Mhairi Taylor			