

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			
Introduction of two purpose-built plugins for Moodle: The Student Dashboard (SD) and the Grade Capture and Aggregation Tool (GCAT)			
ii. Owner of policy/practice (College, School/Research Institute or Service)			
The Assessment and Feedback Transformation Project Programme Board			
iii. Date of policy/practice approved			
Final developments finished for roll-out end May 2021			
iv. Approved by? (Committee, College, School or Service)			
The Assessment and Feedback Transformation Project Programme Board, Project Board, Delivery Board and IT Services			
STEP 2 – Description of policy/practice			
i. What are the aims?			
To enable students to see all of their formative and summative assessments, feedback and grades (provisional and final) in one place (SD), and to support staff with the automated calculation of course grades from Moodle so reducing risk, manual workarounds and stress (GCAT)			
ii. Who does it cover?			
The plugins are for students (SD) and for staff involved in the calculation of course grade (GCAT)			
iii. How often is this policy/practice reviewed?			
n/a			
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?			
STEP 3a – Yes, there is a potential implication or barrier for a protected characteristic group.			
Please tick all that are relevant			
	Protected Characteristics	Tick ✓	Notes
	Age		
	Disability (including BSL users)	✓	Any barriers have been mitigated through design to Moodle's accessibility standards.
	Gender Reassignment (including Gender Neutral Language)		
	Marriage and Civil Partnership		
	Pregnancy and Maternity		
	Race		
	Religion or Belief		
	Sex		
	Sexual Orientation		
If any of the above have been ticked - Go to Step 4			

STEP 3b – No, there are no potential implication or barrier for a protected characteristic group.
Go to Step 8

STEP 4 – What evidence do you have for this conclusion (potential implication for a protected characteristic group)?
Briefly explain:
Both the SD and GCAT have been designed to Moodle's accessibility standards (https://docs.moodle.org/dev/Accessibility) and extensively tested to ensure that they meet these standards by the University's IT Service. As a result, there should be no impact on users who have a disability. Until the plugins are in use, however, we will not know this for sure. Feedback and concerns will be gathered via the University's HelpDesk.

STEP 4a – Does the evidence show a positive impact?
Please provide an example and attach evidence:
Go to Step 5

STEP 4b – Does the evidence show a negative impact?
You need to consult with relevant stakeholders – the EDU will assist with this process. Provide brief details and attach evidence:
Go to Step 6

STEP 4c – Does the evidence show NO impact?
Attach evidence:
Go to Step 8

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

STEP 6 – Involve and consult stakeholders to address any negative impacts?
EDU will assist with this process. Provide brief details of involvement and consultations:
The Student Dashboard and GCAT were designed in collaboration with both students and staff (academic and MPA), and have also been tested with both groups of users, all of whom have provided feedback that has resulted in improvements to the plugins. Until the plugins are in use it is not possible to accurately assess any detrimental or positive impact of them. However, we anticipate that the Student Dashboard will be positive for students because it allows them to see all formative and summative assessments, feedback and grades in one place, rather than having to negotiate multiple Moodle pages, reducing their screen-time and frustration and allowing them to easily navigate these essential elements of their journey. For staff involved in course grade calculation and aggregation, whilst there will be some increased set-up time, we believe that the downstream reduction in time, risk and stress will, on balance, have a positive impact on them.
Go to Step 7

STEP 7 – Outline any changes made to the policy/practice as a result of the consultation
Provide details of changes:
Attached is documentation explaining the user acceptance testing carried out. All faults were reported and fixed.
Go to Step 8

STEP 8 – Publish results (as required by law)
Return this form, once completed, along with copy of amended policy or practice and any relevant information, to the EDY for annual reporting and for inclusion on the University website.
Go to Step 9

STEP 9 – Regular review
Regular reviews ensure 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 are being implemented, the policy owner should define a timescale for review. Please give details of review process:

SIGN OFF PROCESS	
Name of EIA Owner	Dr Amanda Sykes
Signature	Dr Amanda Sykes
College/School/RI/Service	World Changing Glasgow Transformation Team
Date of Completion	7 April 2021
Date received by EDU	13 April 2021
Approved in Principle?	YES NO
Any actions required? Please specify	
Signed on behalf of EDU	Mhairi Taylor
Date	10 May 2021