



## EQUALITY IMPACT ASSESSMENT

<b>PROPOSAL TO BE ASSESSED:</b>	Virtual and On-Campus Classroom Capture
<b>IS THIS A NEW OR EXISTING PROPOSAL?</b>	New
<b>WHO IS RESPONSIBLE FOR THE PROPOSAL?</b>	CELT (HoLT)
<b>ASSESSED BY:</b>	Head of Learning and Teaching Digital Learning Officer Co-President, SRUCSA Equality, Diversity and Inclusion Lead
<b>DATE OF ASSESSMENT:</b>	21/07/2021

Who is likely to benefit from this policy, procedure, relevant practise or decision?	<p>Students – it expands the resources of learning material for our students, It can also be useful for students who find it difficult to fully participate in classroom activities</p> <p>Staff may also benefit as students can use the recording to independently review parts of the class they did not understand, rather than needing the lecturer to repeat content on a one-to-one basis. It can also support the peer observation process (newer lecturers) and form part of personal development activity.</p>
Who is intended to benefit from the proposal and in what way?	As above
1. What outcomes are wanted from this proposal?	<p>The expected outcomes from the policy are that:</p> <p>Clear direction on the use of classroom capture technology will be provided and provide clarity over and above the previous guidance</p> <p>It will clarify the change in approach from one of opting out of classroom capture to opting in</p>

	<p>It is a tangible response to previously received student feedback which will evidence that student voice is listened to and acted upon  It represents a reasonable adjustment in many situations thereby demonstrating our compliance with the Equality Act 2010.</p>	
<p>2. <u>Could</u> the proposal have a positive or negative impact on minority ethnic groups?</p>	<p>Yes <input checked="" type="checkbox"/></p>	<p>No <input type="checkbox"/></p> <p>Please explain:  Positive  If English is not a student's first language the technology offers facilities which will help understanding such as speed adjustment, in time captions, downloadable transcript and the opportunity to replay content.</p> <p>The availability of the transcript offers the opportunity for translation in exceptional individual circumstances.</p> <p>Negative  It could provide a platform for micro-aggressions or bullying behaviours ("trolling") towards both students and staff on the basis of their ethnicity, the impact of which could be magnified upon replay.</p> <p>Specific ethnic groups e.g. Travellers may not be able to access the recordings due to connectivity issues.</p>
<p>3. Is it likely that the proposal <u>could</u> have a positive or negative impact due to gender?</p>	<p>Yes <input checked="" type="checkbox"/></p>	<p>No <input type="checkbox"/></p> <p>Please explain:  Positive  In situations where a student is unable to attend class for a specific gender related reason e.g. pregnancy, maternity or paternity related absence or health issue relating to menstrual cycle or menopause it provides the opportunity to watch the content at a time which suits the student.</p> <p>Where a lecturer is unavailable for any of the reasons noted above the content could be pre-recorded, led from home or shared from a previous lecture (if within the retention timespan)</p>

		<p>If a student is a survivor of gender based violence being able to watch lesson content after the event without the risk of any interaction with the opposite sex may make the experience less distressing.</p> <p>Negative It could provide a platform for micro-aggressions, misogynistic or bullying behaviours (“trolling”) towards both students and staff on the basis of their gender, the impact of which could be magnified upon replay.</p> <p>If a student is a survivor of gender based violence having to face a large number of the opposite sex on screen may be distressing.</p>
<p>4. Is it likely that the proposal <u>could</u> have a positive or negative impact due to disability?</p>	<p>Yes <input type="checkbox"/></p>	<p>No <input type="checkbox"/></p> <p>Please explain:</p> <p>Positive If a student or staff member is unable to attend a class in person due to their disability the technology offers the options of participating from home or watching the content at a time they are able. This includes both physical and neurodivergent impairments.</p> <p>The captioning facility will support students who are D/deaf or have a hearing impairment.</p> <p>The transcript can be copied and re-read at a later time supporting those who may find managing all the information available during the class difficult (spoken, chat, interactive aspects such as polling)</p> <p>Negative It could provide a platform for micro-aggressions or bullying behaviours (“trolling”) towards both students and staff relating to disability, the impact of which could be magnified upon replay.</p> <p>Any images used will not automatically be described potentially impact visually impaired students.</p>

			<p>The need to use a microphone which is physically attached may cause staff who have sensory issues discomfort.</p> <p>Staff who experience anxiety may find the lack of in-person response heightens their anxiety.</p> <p>The work required to check the transcript content may be unmanageable for a staff member who is already affected by poor mental health.</p>
5. Is it likely that the proposal <u>could</u> have a positive or negative impact due to sexual orientation?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	<p>Please explain:</p> <p>Negative It could provide a platform for micro-aggressions or bullying behaviours (“trolling”) towards both students and staff on the basis of their sexual orientation, the impact of which could be magnified upon replay.</p>
6. Is it likely that the proposal <u>could</u> have a positive or negative impact due to age?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	<p>Please explain:</p> <p>Negative It could provide a platform for micro-aggressions or bullying behaviours (“trolling”) towards both students and staff on the basis of their age, the impact of which could be magnified upon replay.</p> <p>Safeguarding issues may arise if students under the age of 18 share content during a lecture as content is not censored.</p>
7. Is it likely that the proposal <u>could</u> have a positive or negative impact due to religion, faith or belief?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	<p>Please explain:</p> <p>Positive The ability to watch a lecture at a later time will support students who are unable to attend due to the requirement to observe religious holidays.</p> <p>Negative</p>

			<p>It could provide a platform for micro-aggressions or bullying behaviours (“trolling”) towards both students and staff on the basis of their religion or philosophical belief, the impact of which could be magnified upon replay.</p> <p>It is possible under the teachings of some religions that students or staff members would not want to be filmed.</p>
<p>8. <u>Could</u> the proposal have a positive or negative impact due on people with dependants/caring responsibilities?</p>	<p>Yes <input checked="" type="checkbox"/></p>	<p>No <input type="checkbox"/></p>	<p>Please explain:</p> <p>Positive The availability of class recordings will provide flexibility for those with caring responsibilities to watch the content at a time that suits them.</p> <p>Negative If a carer participates in a live class whilst caring for a child under 16 and has their camera on the child may inadvertently be filmed. This would then be available until the end of the academic year.</p>
<p>9. Is it likely that the proposal <u>could</u> have a positive or negative impact due to transgender or transsexual?</p>	<p>Yes <input checked="" type="checkbox"/></p>	<p>No <input type="checkbox"/></p>	<p>Please explain:</p> <p>Positive If a student or staff member requires time away from class related to their transition they can pre-record material (staff member) or watch at a later time that suits them.</p> <p>Negative It could provide a platform for micro-aggressions or bullying behaviours (“trolling”) towards both students and staff because they are trans , the impact of which could be magnified upon replay.</p> <p>As material will be available for the academic year it may be that a student or staff member will have transitioned prior to its deletion and therefore in the video they will be identified by their former name or pronoun.</p>

<p>10. Are there any other considerations upon which the proposal <u>could</u> have a positive or negative impact?</p>	<p>Yes <input checked="" type="checkbox"/></p>	<p>No <input type="checkbox"/></p>	<p>Please explain:</p> <p>Positive</p> <p>Staff who have health issues (not covered by the Equality Act) such as recovering from an operation can prepare teaching content to ensure its availability in advance.</p> <p>Students who have health issues (not covered by the Equality Act) such as recovering from an operation can access teaching content at a time to suit them.</p> <p>International students who for any reason cannot return to campus in time for term to start can participate remotely or access recordings of lectures they would otherwise miss.</p> <p>Veterans who may find participating in live lecture situations or certain lecture content distressing due to PTSD can access the transcript or, with advice from the lecturer, specific sections of the recording.</p> <p>Negative</p> <p>There is a need for additional digital skills to access the online recordings which may not be possible for some students without additional instruction and/or support.</p> <p>Some students may have connectivity issues at home e.g. those who live in remote locations which mean that availability is limited or not possible.</p>
<p>11. Will the positive or negative impact identified in sections 3-10 have a potentially adverse effect on this proposal?</p>	<p>Yes <input type="checkbox"/></p>	<p>No <input checked="" type="checkbox"/></p>	<p>Please explain:</p> <p>Although there is the potential for negative impact there are mitigations in place/planned which will minimise the impact of these (see section 15)</p>
<p>12. Can this adverse impact be justified on the grounds of promoting equality of opportunity for one group?</p>	<p>Yes <input checked="" type="checkbox"/></p>	<p>No <input type="checkbox"/></p>	<p>Please explain:</p> <p>The flexibility afforded by the availability of lecture recordings supports a number of groups of students (and staff) thereby improving the potential of their completion of the course.</p>

<p>13. Does the policy, procedure or relevant practise advance equality of opportunity</p>	<p>Yes <input checked="" type="checkbox"/></p>	<p>No <input type="checkbox"/></p>	<p>Classroom capture supplements current teaching practice and is not designed to replace “real time” classes. Students can continue to attend classes however the availability of recordings reduces the potentially negative experience of some groups in this situation and therefore advances equality of opportunity.</p>
<p>14. If ‘yes’ to 13 then how does the policy advance inclusivity?</p>	<p>By providing options to suit different characteristics and experiences the learning experience becomes more inclusive of all students.</p>		
<p>15. If ‘no’ to 13, could the policy, procedure or relevant practise be changed or revised to advance equality of opportunity and if so then how?</p>	<p>The response to q13 is yes as a result of the following mitigating actions which will be put in place :</p> <ul style="list-style-type: none"> <li>• There will be guidance in the staff FAQ on how to manage microaggressions and trolling behaviours. Lecturers will complete a review of the transcription of the lesson to check for inaccurate translation before it becomes available to students and also to allow censorship of unacceptable content e.g. micro-aggressions.</li> <li>• There will be guidance in the student FAQ on how to raise a concern about content in recordings through MyVoice.</li> <li>• Students will be able to keep cameras off – the FAQ document for students will explain this and how to make the lecturer aware. This will address issues of religious belief, potential filming of a child under the age of 16, heightened anxiety or stress. The policy will also be updated to include examples of why cameras may remain switched off.</li> <li>• Lecturers will be encouraged to use tools such as the chat and polling tools to maintain engagement with the class and reduce any anxiety felt at apparent lack of interaction. This will be included in the relevant FAQ document for staff.</li> <li>• Filmed content will only be available through streaming and the policy is clear that it must not be shared however the option to instigate disciplinary action should this be breached will be clarified in the policy and FAQ documents.</li> <li>• Clear signposting to support in using the technology will be included in the student FAQ document</li> </ul>		
<p>16. Could this policy, procedure, relevant practise or decision result in a negative impact on people who share protected characteristics (Age, Disability, Gender reassignment, Marriage and civil partnership, Pregnancy and maternity, Race, Religion and belief, Sex and Sexual orientation) giving due regard to the Public Sector Equality Duty (PSED)?</p>	<p>Yes / <del>No</del> / <del>Not know</del> (delete as appropriate)</p> <p>The actions outlined in section 15 will address these impacts.</p>		

If YES or NOT KNOWN, what kind of evidence gathering and analysis is needed to improve this policy?	
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**Recommendation:**

No action required – no potential adverse impact

Amendments or changes required to remove barriers

To be undertaken by 30/07/2021

Proceed with awareness of adverse impacts

Further evidence and analysis required

To be undertaken by [Click here to enter a date.](#)

Signed:	<i>Pauline Hanesworth</i>
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Job Title:	Head of Learning and Teaching