

## EQUALITY IMPACT ASSESSMENT

<b>Policy, practice, process or service title:</b>	<b>Kaltura Storage and Retention Policy</b>
<b>Policy, practice, process or service lead/ owner:</b>	SRUC Digital Learning Lead (CELT)
<b>Others involved in EqlA assessment group</b>	Assessment group included:  SRUC Digital Learning Lead (CELT) Digital Learning Officer (CELT) Business and SharePoint Analyst and Business Partner (IDS)
<b>Policy, practice, process or service implementation date:</b>	14/04/2025

### 1 Framing the policy, practice, process or service

#### 1.1 Briefly describe the outcomes, aims and purpose of the policy, practice, process or service:

The Kaltura Storage and Retention Policy ensures effective management, storage, and retention of video content within SRUC's Moodle-based Kaltura platform. The policy aims to:

- Optimise storage use and manage costs.

- Comply with institutional and legal data retention requirements.
- Preserve essential educational content while removing obsolete recordings.

**1.2 Is the policy, practice, process or service new or being changed, reviewed or stopped?**

This is a new policy.

**1.3 Who is affected by this policy, practice, process or service?**

- SRUC staff and students who upload and manage content to Kaltura within Moodle.

**1.4 Are there any other SRUC policies that may be affected by this policy, practice, process or service?**

No

**2 Evidence relevant to the policy, practice, process or service including consultation**

The information you gather in this section will:

**Informing the Depth of the Equality Impact Assessment (EIA)**

- Evaluation of notification effectiveness to ensure all users, and their action on deletion alerts.

**Providing Justification and an Audit Trail**

- Storage usage data demonstrating the financial and operational need for retention limits.
- GDPR compliance records ensuring legal adherence to data retention and deletion policies.
- Records of policy updates and communications to ensure transparency and accountability.

**2.1 Evidence:** Set out in the table what you know about the experiences of people in terms of each equality group. Consider the diversity within each group (e.g. experiences of people from different religions or faiths) as well as the differences between groups. There may also be cumulative barriers experienced by people when you look at more than one group together (e.g. experiences of women of different minority ethnic groups, so the intersectional impact of sex and race).

You can add more rows to present the evidence if required.

<b>Equality characteristics</b>	<b>Evidence source (e.g. web link, report, survey, complaint)</b>	<b>What does the evidence tell you about the experiences of this group in relation to the policy, practice, process or service? Lack of evidence may suggest a gap in knowledge/ need for consultation (step 3).</b>
<b>Age</b>	User data on content access across student demographics	No specific impact identified.
<b>Disability</b>	Consultation with disabled students and staff, accessibility audits	No specific impact identified.
<b>Race</b>	General user data	No specific impact identified.
<b>Sex</b>	General user data	No specific impact identified.
<b>Gender Reassignment</b>	General user data	No specific impact identified.
<b>Sexual orientation</b>	General user data	No specific impact identified.

<b>Equality characteristics</b>	<b>Evidence source (e.g. web link, report, survey, complaint)</b>	<b>What does the evidence tell you about the experiences of this group in relation to the policy, practice, process or service? Lack of evidence may suggest a gap in knowledge/ need for consultation (step 3).</b>
<b>Religion or Belief</b>	General user data	No specific impact identified.
<b>Pregnancy or maternity</b>	General user data	No specific impact identified.
<b>Marriage or civil partnership</b>	General user data	No specific impact identified.

**2.2 Consultation and stakeholder involvement:** Speaking to people who will be affected by your policy, practice, process or service can help clarify the impact it will have on different equality groups. Describe below what you learned from the consultation/ involvement. Consultation can take time so make sure that you build this into your policy, practice, process or service review/ development timeline.

- SRUC's IDS and Digital Learning Teams' insights on storage and retrieval trends.
- Staff discussions on video retention needs.

**2.3 Record here if you need to undertake a full equality impact assessment based on your evidence above.**

Outcome of Step 2 following initial evidence gathering and relevance to equality characteristics	Yes/ No (Y or N)	Next steps
There is no relevance to equality	Y	Proceed to sign off (step 5) to agree with decision makers that no EqIA is required based on current evidence
There is relevance to some or all of the equality groups	N	Proceed to Step 3: complete full EqIA
It is unclear if there is relevance to some or all of the equality groups	N	Proceed to Step 3: complete full EqIA

### 3 Impact on equality groups and changes to policy, practice, process or service

You must consider the three aims of the general duty for each protected characteristic. The following questions will help:

- **Is there potential for discrimination, victimisation, harassment or other unlawful conduct that is prohibited under the Equality Act 2010?** How will this be mitigated?
- **Is there potential to advance equality of opportunity between people who share a characteristic and those who do not?** How can this be achieved?
- **Is there potential for developing good relations between people who share a relevant protected characteristic and those who do not?** How can this be achieved?

**3.1 Does the policy, practice, process or service have any impacts (whether intended or unintended, positive or negative) on any of the equality characteristics?** In the tables below, record the impact of the policy, practice, process or service, as it is planned or as it operates, might have on each equality characteristic and describe what changes in policy, practice, process or service or actions will be required to mitigate that impact or to take advantage of a positive impact.

Equality group	Public sector equality duty	Place 'X' in the relevant box(es)			Describe the changes or actions (if any) you plan to take. E.g. to mitigate any impact, maximise the positive impact, or record your justification to not make changes despite the potential for adverse impact.
		Positive impact	Negative impact	No impact	
<b>Age</b>	Potential for discrimination				
	Potential to advance equality of opportunity				
	Potential to foster good relations				
<b>Disability</b>	Potential for discrimination				
	Potential to advance equality of opportunity				
	Potential to foster good relations				
<b>Race</b>	Potential for discrimination				
	Potential to advance equality of opportunity				
	Potential to foster good relations				
<b>Sex</b>	Potential for discrimination				
	Potential to advance equality of opportunity				
	Potential to foster good relations				
	Potential for discrimination				

Equality group	Public sector equality duty	Place 'X' in the relevant box(es)			Describe the changes or actions (if any) you plan to take. E.g. to mitigate any impact, maximise the positive impact, or record your justification to not make changes despite the potential for adverse impact.
		Positive impact	Negative impact	No impact	
<b>Gender Reassignment</b>	Potential to advance equality of opportunity				
	Potential to foster good relations				
<b>Sexual orientation</b>	Potential for discrimination				
	Potential to advance equality of opportunity				
	Potential to foster good relations				
<b>Religion or Belief</b>	Potential for discrimination				
	Potential to advance equality of opportunity				
	Potential to foster good relations				
<b>Pregnancy or maternity</b>	Potential for discrimination				
	Potential to advance equality of opportunity				
	Potential to foster good relations				
<b>Marriage or civil partnership</b> (in employment only)	Potential for discrimination				
	Potential to advance equality of opportunity				
	Potential to foster good relations				

**3.2 Think about and describe below how your assessment impacts on your policy, practice, process or service review or development timeline including but not limited to:**

- Procurement criteria: do you need to include specific equality criteria as part of the technical specification ?

- Communication plan/ products: do you need to communicate with people affected by this policy, practice, process or service in a specific format (e.g. audio, subtitled video, different languages)?
- Cost: do you propose any actions because of this assessment which will incur additional cost?
- Resources: do the actions you propose require additional or specialist resource to deliver them?

**3.3 Record the outcome of this assessment below having considered the potential or actual impacts of your policy, practice, process or service on equality groups.** Choose from one of the following (mark with an X or delete as appropriate):

**Note: You must take action to remove barriers or take advantage of positive opportunities BEFORE the policy, practice, process or service goes live.**

Please select (X)	Implications for the policy, practice, process or service
	<b>No major change:</b> Your assessment demonstrates that the policy, practice, process or service is robust. The evidence shows no potential for unlawful discrimination and that you have taken all opportunities to advance equality of opportunity and foster good relations, subject to continuing monitoring and review.
	<b>Adjust the policy, practice, process or service:</b> You need to take steps to remove any barriers, to better advance equality of to foster good relations. You have set actions to address this and have clear ways of monitoring the impact of the policy, practice, process or service when implemented.
	<b>Continue the policy, practice, process or service:</b> The policy, practice, process or service will continue despite the potential for adverse impact. You have justified this with this assessment and shown how this decision is compatible with our obligations under the public sector equality duty. When you believe any discrimination can be objectively justified you must record in this assessment what this is and how the decision was reached.



	<b>Stop and remove the policy, practice, process or service:</b> The policy, practice, process or service will not be implemented due to adverse effects that are not justified and cannot be mitigated.
--	--

#### 4 Monitoring the policy, practice, process or service impact and further actions

It is important to continue to monitor the impact of your policy, practice, process or service on equality groups to ensure that your actual or likely impacts are those you recorded. Your monitoring information will also inform a future review of the policy, practice, process or service.

##### 4.1 Record in the table below how you intend to monitor the impact of this policy, practice, process or service on equality groups. In the table below you should:

- list the relevant measures,
- Identify who or which team is responsible for implementing or monitoring any changes
- Where the measure will be reported to (e.g. committee, ELT, Board) and how often.

Measure	Lead department/ individual	Reporting (where/ frequency)

##### 4.2 Record further actions or changes required after the policy, practice, process or service is implemented in the table below. Make it clear if there are no outstanding actions.

Action	Lead department/ individual	Action target date


## **5 Sign off and future review**

Equality impact assessments must be signed off by the relevant Head of Service/ Department, even where an EqIA is not required. Also note here when you plan to review the policy, practice, process or service and accompanying EqIA which should be no later than 5 years from policy, practice, process or service implementation.

### **5.1 Senior Responsible Owner/ Committee sign off.**

Job/ Committee title: Learning and Teaching Committee

Date: 15/04/2025

### **5.2 Equality impact assessment review date.**

Date: 31/05/2026

**Important: You must send the final version of this equality impact assessment to:**

- the Equality Diversity & Inclusion Lead.
- the Communications team for publication on SRUC's equality page on the external website.

Document control		
Document control:		V0.1
Date policy, practice, process or service live from:		[DATE]
Review/ Approval Group:		[project board if relevant or delete]
Last reviewed:		Date
Review cycle:		[No more than three years]
Document change log		
Version/ Author	Date	Comment
V0.1		