



# THE UNIVERSITY of EDINBURGH

## Equality Impact Assessment Template

Before carrying out EqIA, you should familiarise yourself with the University’s EqIA Policy Statement and Guidance and Checklist Notes, and undertake our online training on Equality and Diversity and EqIA. These, along with further information and resources, are available at [www.ed.ac.uk/schools-departments/equality-diversity/impact-assessment](http://www.ed.ac.uk/schools-departments/equality-diversity/impact-assessment)

EqIA covers policies, provisions, criteria, functions, practices and activities, including decisions and the delivery of services, but will be referred to as ‘policy/practice’ hereinafter.

**A. Policy/Practice:**

**Installation of audio visual equipment for Charteris Land (College of Humanities and Social Science (CHSS) and Learning Spaces Technology (LST)**

**B. Reason for Equality Impact Assessment: (delete as applicable):**

- **Undertaking a review of an existing policy/practice** **Proposed new policy/practice**

**C. Person responsible for the policy area or practice:**

Name: **Stephen Dishon**

Job title: **Development Team Manager**

School/service/unit: **Information Services Group (ISG) - Learning Spaces Technology**

**D. An Impact Assessment should be carried out if any if the following apply to the policy/practice, if it:**

- affects primary or high level functions of the University **No**
- Is relevant to the promotion of equality (in terms of the Public Sector Equality Duty ‘needs’ as set out in the Policy and Guidance): **Yes**
- It is one which interested parties could reasonably expect the University to have carried out an EqIA: **Yes**

**E. Equality Groups**

To which equality groups is the policy/practice relevant and why? (delete any that are not relevant):

- Disability
- race (including ethnicity and nationality)
- religion or belief
- sex
- sexual orientation
- gender reassignment
- pregnancy and maternity
- Marriage or civil partnership

**This procurement will affect all users in these rooms and therefore has the potential to affect many students and teachers however we feel the change will be particularly relevant to the protected characteristics of disability and also potentially pregnancy and maternity, for the reasons discussed below and will have a positive impact. We are replacing the fixed SMART Interactive boards with Interactive LCD screens. These will be brighter and clearer visibly and will be mounted on height adjustable brackets allowing a user to easily raise and lower the screen. The ability to easily lower and raise the screens may make it easier for some disabled users such as wheelchair users to access the screens also it may have a positive impact on pregnant woman allowing them to sit whilst accessing the screen or to stand if they prefer. The bright visibility of the screen should make them more visible for those with visual impairments and potentially may assist those with specific learning disabilities such as dyslexia although this will be monitored to see if any adjustments need to be made.**

Add notes against the following statements where applicable/relevant:

- On any available information about the needs of relevant equality groups: **To gather information about the needs of disabled users we have consulted with the Information Services (IS) Disability Information Officer. If further information is required at a later date we will contact the Student Disability Service but at this stage we did not feel this was proportional. Any gaps in evidence/insufficient information to properly assess the policy, and how this be will be addressed: We feel we have sufficient information to proceed with the installation.**
- If application of this policy/practice leads to discrimination (direct or indirect), harassment, victimisation, less favourable treatment for particular equality groups: **We do not envisage that this procurement will lead to any forms of prohibited conduct. Any reasonable adjustments required by individuals will be considered and acted on accordingly. All information regarding the installation will be available in alternative formats upon request.**
- If the policy/practice contributes to advancing equality of opportunity<sup>1</sup>: **We would envisage that the procurement/installation would advance quality of opportunity for disabled users by improving facilities in terms of being able to adjust the height is the screen and better screen quality. It may also be of benefit to pregnant woman allowing them to adjust the screen to enable them to sit when using it.**
- If there is an opportunity in applying this policy/practice to foster good relations: **Yes, by demonstrating the University's commitment to accessibility, equality and diversity in general we hope to demonstrate to users the seriousness with which the University of Edinburgh takes this issues.**
- If the policy/practice create any barriers for any other groups? **We do not envisage that this will create any barriers for any groups.**
- How will the communication of the policy/practice be made accessible to all groups, if relevant? **As previously mentioned all communication about the procurement will be available upon request in alternative formats. LST will run familiarisation sessions as well as provide signage in accessible formats on how to use the equipment in the room.**

<sup>1</sup> This question does not apply to the protected characteristic of marriage or civil partnership

- How equality groups or communities are involved in the development, review and/or monitoring of the policy or practice? **We have consulted with the IS disability officer and will monitor and respond to any feedback forwarded to us related to any of the nine protected characteristics and act accordingly.**
- Any potential or actual impact of applying the policy or practice, with regard to the need to eliminate discrimination, advance equality and promote good relations: **The installation of the equipment will take into consideration line of sight for standing, sitting and wheelchair users, demonstrating the commitment Information Services has on making their services as accessible as possible.**

#### F. Equality Impact Assessment Outcome

Select one of the four options below to indicate how the development/review of the policy/practice will be progressed and state the rationale for the decision. (Delete the options that do not apply):

Option 1: No change required – the assessment is that the policy/practice is/will be robust. **For the reasons detailed above.**

#### G. Action and Monitoring

1. Specify the actions required for implementing findings of this EqIA and how the policy or practice will be monitored in relation to its equality impact (or note where this is specified above). **We will monitor and respond to any positive or negative feedback forwarded to us relating to any of the nine protected characteristics and act accordingly where possible to amend this projects accessibility but also to enhance any future projects. All information about the procurement will be available in alternative formats upon request.**
2. When will the policy/practice next be reviewed? **When any significant changes are made to the audio visual provision within Charteris Land or if any negative/positive feedback is received related to the nine protected characteristics.**

#### H. Publication of EqIA

Can this EqIA be published in full, now? **Yes**

If No – please specify when it may be published or indicate restrictions that apply:

#### I. Sign-off

EqIA undertaken by: **Stephen Dishon, Development Team Manager, Learning Spaces Technology**

Accepted by: **Euan Murray, Section Head, Learning Spaces Technology**

Date: **08.03.16**

Retain a copy of this form for your own records and send a copy to [equalitydiversity@ed.ac.uk](mailto:equalitydiversity@ed.ac.uk)