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

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 (name or brief description): **Audio-Visual Equipment Booking – changing the process of how loans are booked.**
B. Reason for Equality Impact Asessment (Mark **yes** against the applicable reason): • Proposed new policy/practice **NO** • Proposed change to an existing policy/practice **YES** • Undertaking a review of an existing policy/practice **NO** • Other (please state): **N/A**
C. Person responsible for the policy area or practice: Name: **Lesley Greer** Job title: **Service Team Manager** School/service/unit: **Information Services Group (ISG)- Learning, teaching and Web (LTW) 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** **The current audio-visual equipment loans service is very out-dated, not very user-friendly and requires a lot of manual input from Learning Spaces Technology (LST) staff. Students/staff wishing to borrow equipment must first email their request to LST who will assess whether or not we have the equipment or staffing resources to fulfil the request. There is also no way for a user to browse an online catalogue of what equipment is available for loan, other than to refer to a basic equipment list on the LST website. All communication with the user is done via email which can be time consuming and does not lead to a good service for the end user as it may be several days before their booking request is even acknowledged, let alone confirmed. The process by which the booking is finally entered into the current booking system by LST staff is also extremely laborious.**

From summer 2019, LST will be introducing a new online booking service which will make it simpler for users to book equipment. Students/staff will be able to log in via EASE, browse our equipment catalogue and essentially, make their own booking requests instantly, 24/7 with no input from LST staff at all. Booking request/confirmation/cancellation emails and most other communication will be largely automated and as such, the user will get a much quicker response. The system will also save LST staff a lot of manual effort to process bookings and send out emails.

Users of the service will collect and return equipment from the Main Library Helpdesk just as they do currently, so it is not going to be fully self-service.

E. Equality Groups

To which equality groups is the policy/practice relevant and why? (add notes against the following applicable equality group/s)

The policy is relevant to all equality groups as it will apply to any Matriculated Student or current staff member of the University of Edinburgh wishing to borrow equipment from Learning Spaces Technology. The service could impact all students/staff so in theory has the potential to impact all nine protected characteristics, but we feel it is particularly relevant to disability and race.

- Age
- Disability -
- race (including ethnicity and nationality) -
- religion or belief –
- sex –
- sexual orientation –
- gender reassignment –
- pregnancy and maternity –
- marriage or civil partnership[1] –

The change will have the potential to affect all users of the service and therefore potential all the nine protected characteristics, although we feel the change has the greatest potential impact on disability and race.

Disability – the new online system will need to be accessible in line with the Web Content Accessibility Guidelines 2.1 AA standard including compatibility with assistive technology, The system has been tested for accessibility by the Information Services Disability Information Officer and all areas for improvement noted and we are addressing them. An accessibility statement as required by The Public Sector Bodies (Websites and Mobile Applications) (No. 2) Accessibility Regulations 2018 will be added. The systems user facing and admin facing ends will both need to be accessible. Where disabled users are unable to access the service reasonable adjustments will be put in place to allow them to request loans by email or by phone as previously. Where a disabled user may not be able to transport equipment collected from the Main Library then the Helpdesk can be contacted to put arrangements in place to enable this (this is a separate service than offered by the Learning Spaces Staff). The Main Library is fully accessible, has disabled parking close by and accessible toilets on each level. The Helpdesk is on the ground floor.

Race – the service and system is provided in English but as this is the main teaching language of the University we do not believe this will lead to any disadvantage.

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[1] Note: only the duty to eliminate discrimination applies to marriage and civil partnership. There is no need to have regard to advancing equality or opportunity or fostering good relations in this respect.

Age, sex, marriage and civil partnership and sexual orientation – the system does not ask users for their date of birth, age, gender, relationship status or sexual orientation. At present equipment can only be booked for collection and return between 9am and 4.30pm Monday to Friday. We will monitor and check feedback from users as to whether this creates difficulties for those with caring responsibilities etc.

Religion or Belief – the system does not at any point require any photographic ID (other than a staff or student card). If for reasons related to a user's belief they were unable to have photographic ID this would already have been discussed and provision put in place when the user was given their ID. At present equipment can only be booked for collection and return between 9am and 4.30pm Monday to Friday. We will monitor and check feedback from users as to whether this creates difficulties for those with who wish to observe specific times of religious observance

Gender Reassignment – as above the system does not require photographic ID other than a staff or student card – processes are in place to allow the student record system Euclid to respond in a timely manner to allow students to change name and photos as they wish whilst undergoing gender reassignment and they would then be able to use that name when loaning equipment so there should be no disadvantage.

Pregnancy and Maternity –If a pregnant user felt unable to carry equipment then delivery of the equipment and collection can be arranged through the IS Helpdesk (please note this is a separate service to the Learning Spaces Technology Service). At present equipment can only be booked for collection and return between 9am and 4.30pm Monday to Friday. We will monitor and check feedback from users as to whether this creates difficulties for those with parental responsibilities.

If the equipment was found to have be used for any discriminatory purposes that breaches the Universities Equality and Diversity and Dignity and Respect polices, disciplinary action would be taken.

Add notes against the following applicable statements:

- On any available information about the needs of relevant equality groups:

The Information Services Disability Information Officer has revived the accessibility of the system and been consulted about the service. Users are able to feedback at any time by a variety of methods – online, in person and by phone and their comments will be reviewed and addressed accordingly. We know the current system if time laborious and slow and this change is happening in part based on feedback from users who wished a more effective system.

- Any gaps in evidence/insufficient information to properly assess the policy, and how this be will be addressed:

Use of the loan service will be recorded and analysed via the online platform, and adjustments made to the service if necessary. At this stage we feel we have sufficient information to proceed.

- If application of this policy/practice leads to discrimination (direct or indirect), harassment, victimisation, less favourable treatment for particular equality groups:

We do not believe this change will lead to any form of prohibited conduct for the reasons given above and below. Where for any reason disabled users were unable

to access the system and where we were unable to rectify this, reasonable adjustments will be put in place e.g. loans could be booked by email or phone or in person. If a disabled person was unable to carry loan equipment the IS Helpdesk could be contacted to arrange delivery and collection of the equipment. This would also apply to pregnant users who felt unable to carry heavy equipment. (Please note this is a separate service to the Learning Spaces Technology Service).

- If the policy/practice contributes to advancing equality of opportunity[2]

By making the booking system more accessible, simpler and quicker it is hoped we will encourage increased loans from individuals from various equality groups e.g. disabled users. We provide a wide range of equipment for loan and do not dictate what it is used for. Equipment is not limited to use within the Main Library or university campus; rather it can be taken anywhere. Students may advance not only their studies but any other personal activity requiring use of such equipment (assuming acceptable use compliant with the Learning Space Technology Terms and Conditions).

- If there is an opportunity in applying this policy/practice to foster good relations:

Making this equipment available without charge or restriction to use allows opportunities for students to use equipment that they would not otherwise have access to. This enhances the student experience. Making the process of accessing the system more accessible along with the detailed consideration of all potential equality implications we hope will demonstrate Information Services commitment to Equality and Diversity.

- If the policy/practice create any barriers for any other groups?

  The system should not create any barrier for any other group such as those on low incomes as the loan service is free to staff and students and does not require a deposit. The University provides free IT access to all staff and students 24/7.

- How the communication of the policy/practice is made accessible to all groups, if relevant?

The audio-visual equipment loans service will be advertised through the IS website. The IS website should comply with the University Web Accessibility Policy which is based on the Web Content Accessibility Guidelines Version 2.1 AA standards. Alternative formats of this information can be provided free of charge for disabled users on request. Users can communication with us directly via web, email or phone. The University advertises the contactSCOTLAND British Sign Language service on the web pages and welcomes users contacting them in this way.

- How equality groups or communities are involved in the development, review and/or monitoring of the policy or practice?

The Information Services Disability Information Officer has reviewed the EqIA and the service software. We will continue to monitor all feedback for any comments positive or negative related to any of the 9 protected characteristics.

- 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:

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[2] This question does not apply to the protected characteristic of marriage or civil partnership

Nothing other than that stated above.

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

Option 1: No change required – the assessment is that the policy/practice is/will be robust.

For the reasons stated previously.

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 make staff aware of the need for reasonable adjustments to be made where necessary and for the requirement for materials to be available in alternative formats upon request- will continue to monitor all feedback positive or negative related to any on the 9 protected characteristics

2. When will the policy/practice next be reviewed?

When we receive any positive or negative feedback related to any of the 9 protected characteristics or when there is a change to the service.

H. Publication of EqIA

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

I. Sign-off

EqIA undertaken by (name(s) and job title(s)):

Alastair Taylor, Deputy Service Team Manager, Learning Spaces Technology, Information Services

Accepted by (name):

Lesley Greer, Service Team Manager, Learning Spaces Technology, Information Services

Date: June 2019

Retain a copy of this form for your own records and send a copy to
equalitydiversity@ed.ac.uk