



## Equality Impact Assessment Guidance and Template

This form is intended to help you decide whether an Equality Impact Assessment (EqIA) is needed and, if it is, to carry out the assessment of impact.

Before carrying out EqIA, you should familiarise yourself with the University's EqIA Policy Statement 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 is part of the University's general equality duty under the Equality Act 2010 and the Equality Act 2010 (Specific Duties) (Scotland) Regulations 2012. The Equality Act 2010 specifies the following 'protected characteristics': age, disability, race (including ethnicity and nationality), religion or belief, sex, sexual orientation, gender reassignment, pregnancy and maternity, and marriage or civil partnership. This form uses 'equality group' to mean persons who share a relevant protected characteristic.

The University has a general equality duty to have due regard to the **needs** to:

- eliminate discrimination, harassment and victimisation
- advance equality of opportunity
- foster good relations between people who share a relevant protected characteristic and people who do not share it.

Under the Scottish Regulations, the University has a specific duty – subject to relevance and proportionality - to assess the impact of applying proposed new or revised policies and practices against the needs above. 'Policy and practice' should be interpreted widely to include the full range of the University's policies, provisions, criteria, functions, practices and activities, including decisions and the delivery of services – essentially everything we do.

This form is a tool to help with screening and EqIA and is designed to lead you through the process through asking pertinent questions and giving examples. However, the law does not dictate a particular form for EqIA. The requirement is to actively consider how a policy or practice will meet the general equality duty, and take any necessary action. Wherever practicable, EqIA should be built into standard processes and tailored to the nature of the policies or practices involved.

It is, however, necessary to publish EqIA where the policy or practice is applied, so all EqIAs – in whatever format - should be sent to [equalitydiversity@ed.ac.uk](mailto:equalitydiversity@ed.ac.uk) for publication.

The form includes: some details about the policy/practice; a screening analysis to indicate whether full EqIA is required; and then a number of questions to enable full EqIA.

Answers should be recorded after the questions and the form can be expanded and supplemented as required. Answers may be as long or short as is necessary and relevant, bearing in mind that the effort involved in EqIA should be proportionate to the relevance of the policy or practice to equality.

Once completed, this form will be the record of the screening and, where applicable, the EqIA of the policy or practice. All full EqIAs are published.

A. Policy or Practice (name or brief description): **Change of preferred evening and weekend swipe card entrance/exit for all users of Edinburgh College of Art Evolution House, including the library.**

B. Reason for screening (delete as applicable):

- Proposed change to an existing policy/practice

C. Person responsible for the policy area or practice:

Name: Judith Miller

Job title: ECA Deputy Director of Professional Services

School/service/unit: **Edinburgh College of Art**

D. Screening Analysis

1. Does the policy or practice affect primary or high level functions of the University? **No**
2. Is the policy or practice relevant to the promotion of equality (in terms of the Public Sector Equality Duty 'needs' set out in the introduction above)? **Yes**
3. Is the policy or practice one on which interested parties could reasonably expect the University to have carried out an EqIA? **Yes**

If the answer to any of these questions is 'Yes', an EqIA should be carried out on the proposed/revised policy or practice at an early stage and in any event before it is finalised.

E. Screening outcome

Equality Impact Assessment required: **Yes**

Record notes about the screening process or outcome here.

- If EqIA is required, note when/at what stage(s) and by whom EqIA will be carried out.
- If EqIA is not required, note plans for review, monitoring or other action (including the communication of any favourable equality impact).

**An EqIA will be carried out by Andrew Baxter and be published as soon as all relevant evidence has been gathered.**

F. Sign-off

Screening undertaken by (name(s) and job title(s)): **Andrew Baxter, Site & Services Supervisor, Edinburgh College of Art Library**

Accepted by (name): Judith Miller

[This will normally be the person responsible for the policy/practice named in C above. If not, specify job-title/role.]

Date: 10 June 2015

If EqIA is not being carried out, delete the remainder of this form and send the completed form to [equalitydiversity@ed.ac.uk](mailto:equalitydiversity@ed.ac.uk).

## G. Equality Impact Assessment

Before assessing the policy/practice, ensure that you have a clear understanding of the purpose of the policy or practice, the context, the intended beneficiaries and the results aimed for.

In answering the questions below:

- Bear in mind that the extent of EqIA should be proportionate to the relevance of the policy/practice to equality. It may not be practicable or necessary to answer every question or address every potential scenario.
- Focus mainly on aspects of the policy/practice that are most relevant to the question, to ensure most attention is given to the most important areas.
- Relate answers to consideration of the available evidence and address any gaps or disparities revealed, where feasible without disproportionate effort. For new policies, assess potential impact.
- Describe any action identified to address any issues highlighted.
- Where there is potential for adverse impact, but the policy/practice will still be applied, indicate the rationale for that decision.

Initial/partial EqIA: in some circumstances - particularly for new policies/practices – there may be limited information on which to base EqIA. In these cases, the EqIA should be carried out to the extent possible and should identify arrangements for monitoring/investigation of equality impact and for fuller EqIA in future.

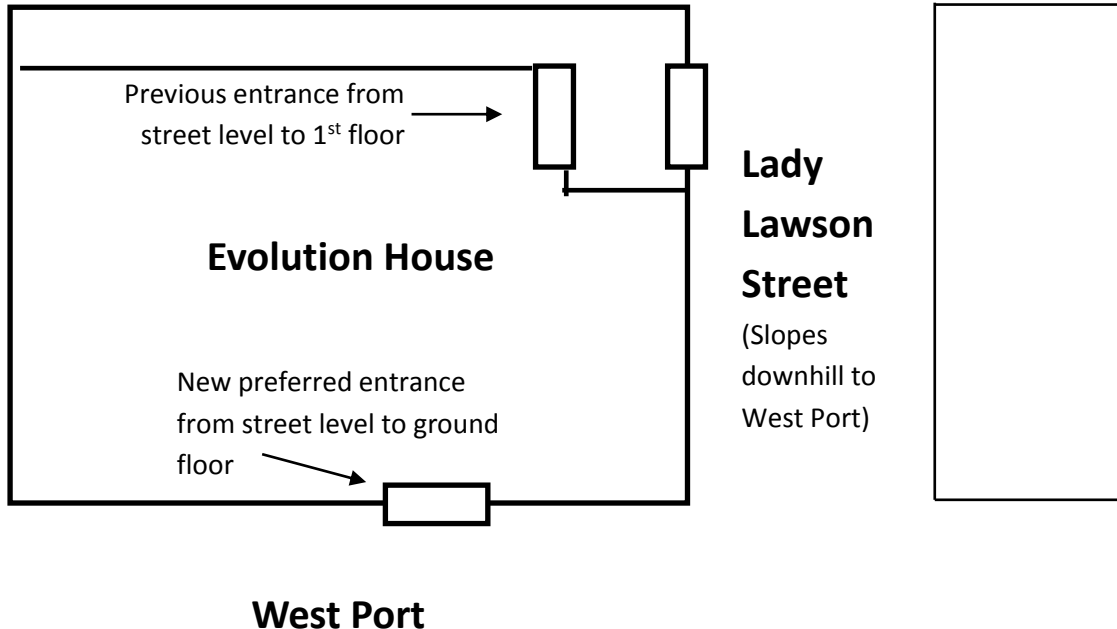
Wholly positive impact: Some policies/practices may be viewed as having only positive equality impact. For these, consideration should still be given to ensure that no adverse impact is overlooked and to ensure that full advantage is taken of the positive impact, e.g. through effective communication. However, the effort involved in carrying out EqIA should not be excessive.

1. Overview. Indicate the current status of the policy/practice or the stage of development/review. Also note any general comments here regarding the relevance and significance of the policy/practice to equality. Which aspects of the policy/practice are particularly relevant (which should be the main focus for EqIA)? On what aspects of equality does the policy/practice particularly impact?

**The proposal is to change the preferred evening and weekend swipe card entrance/exit for all users of Edinburgh College of Art Evolution House, including the library, evening and weekend access being after building reception closes at 4.45pm and all day (10am – 11pm) at weekends.**

**Previously, approved route for evening and weekend entry and egress has been via the pedestrian gate and automatic door at the rear of the 1<sup>st</sup> floor of the building, which is at street level on Lady Lawson Street due to the building being on a hill. This route is at a goods entrance at the side of the building, comparatively hidden from view to passers-by and poorly lit; the initial swipe door leads into an outer pend, with a further swipe door being activated to gain entrance to the building itself.**

The new preferred entry and egress route is via the main card swipe door at the ground floor reception on West Port which is also on street level. Although if users require access via the previous route as part of a reasonable adjustment - for instance, if they have been provided with building parking at the rear of the building and so would most conveniently enter via the pend door - the library will arrange this with the College. See the diagram below:



This change was recommended by the University's Security Section as the reception entrance is better-lit, safer and more accessible. We would imagine that this change would have the greatest potential positive effect on disabled users of the library. There may also be a potential positive effect in relation to gender, as women may feel safer using a more visible, less secluded and better-lit entrance.

2. To which equality groups is the policy/practice relevant? Policies/practices applying to substantial groups of students or staff will be relevant to all equality groups, which should be noted. However, also indicate any equality groups for which the policy/practice is particularly relevant, and why.

The protected characteristics under the Equality Act are (delete any that are not relevant):

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

The change is potentially relevant to all protected characteristics as it effects all users of the library, however, we feel it is potentially most relevant to disabled library users with a mobility impairment. Library users can use the lift to move

**between floors regardless of which floor they enter on. Both access routes offer street level egress. The fact that the proposed entrance is safer, more visible and better-lit may benefit women as well as people belonging to minority groups at risk of hate-related crime.**

**We do not predict any negative impacts on any of the 9 protected characteristics.**

In answering the questions below consider each of these equality groups. As part of this, consider diversity within, as well as between groups (e.g. different disabilities, different racial groups). Consider the implications of combinations of protected characteristics e.g. issues of relevance to women may vary once race, religion and age are taken into consideration. Also consider the impact on those with caring/family responsibilities (which tends to impact more on women).

3. What evidence is available about the needs of relevant equality groups? E.g. information/feedback from equality groups or other stakeholders, involvement or research with equality groups or individuals, equality monitoring data, service monitoring data, information for other similar policies/practices, staff surveys, research reports, demographic information, audit, inspection or management reports and recommendations.

Where are the gaps in evidence? If there is insufficient information to properly assess the policy, how will this be addressed? If information cannot be gathered now, consider building monitoring into the plans for implementation/review of the policy/practice. Note: the resources put into collecting evidence should be proportionate to the relevance of the policy/practice to equality.

**Advice has been taken previously from the I.S. Disability Information Officer about accessibility requirements in relation to the library and an Accessibility Audit completed and updated annually. Statistics compiled by the University's Student Disability Service indicate that in 2013/14 there were 373 disabled students attending Edinburgh College of Art, of which 9 had mobility impairments.**

**We do not believe there are any gaps in the evidence and are happy to proceed.**

4. Might the application of this policy/practice lead to discrimination, harassment or victimisation? Might it result in less favourable treatment for particular equality groups or give rise to indirect discrimination?

**No. The impact will be minimal as there is lift access to all floors of the library and all areas which were previously accessible to disabled users with mobility impairments will remain so. Both access routes will continue to offer street level egress. As previously highlighted the change may also reduce discrimination on the basis of gender or against other minority groups by offering a safer access route for the building.**

5. Are reasonable adjustments built in where they may be needed?

**Some library users may potentially require access via the previous route as a reasonable adjustment, e.g. if they use the building's disabled parking space or, for any unseen reason, are unable to access via the new route. The library will arrange such access with the College if required.**

6. Does the policy/practice contribute to advancing equality of opportunity<sup>1</sup>? Will it help to:

- remove or minimise disadvantage: **Yes. Access to the building for disabled users with mobility impairments may actually be improved as it involves only one card-controlled door rather than two, one of which is a gate that can be difficult to open on occasion. Also due to the improved safety of the new access route individuals who feel vulnerable at night may feel safer in accessing the premises via the new entrance.**
- meet the needs of different equality groups: **Yes, by maintaining the library's accessibility to disabled users with mobility impairments and ensuring safer access for all**
- encourage increased participation of particular groups: **The improved safety of the new access route may potentially encourage evening and weekend use of the library by particular groups.**
- take account of disabled people's impairments? **Yes, by ensuring there is still safe access to and egress from the building for disabled users with mobility impairments.**

7. Is there an opportunity in applying this policy/practice to foster good relations between people in any protected group and those who are not<sup>2</sup>? Will it help to tackle prejudice and/or promote understanding?

**Introducing this policy will show that the University of Edinburgh takes Equality and Diversity issues seriously and pays great attention to providing access and egress to all, especially disabled users.**

8. Is there evidence (or an expectation) that people from different equality groups have different needs or experiences in relation to the policy/practice? If so, what are they?

**Yes: disabled users with a mobility impairment will need an accessible entrance and safe means of egress, which this policy ensures.**

9. Is there evidence (or an expectation) of higher or lower uptake by any equality group(s)? If so, give details of the differences and the reasons for these (if known)?

**No, we do not expect any higher or lower uptake by any equality groups.**

10. Is any equality group excluded from participating in or accessing the service or functions? If so, why?

**No, we do not believe any equality group will be excluded from accessing the library service.**

11. Does the policy/practice create any barriers for any other groups? For example, because of the time when the service is delivered or because of restricted income?

**No. We do not believe the policy will create any barriers: in fact, we believe the policy will remove barriers by making entry and egress in the evenings and at weekends safer and more accessible.**

Is the communication of the policy/practice accessible to all groups?

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

<sup>2</sup> This question does not apply to the protected characteristic of marriage or civil partnership.

**All communication about the policy will be available by a variety of means and in alternative formats upon request. Signage about the policy is in place at building entrance and exit points. In addition, information is included in the “ECA Library and Disabled Students” leaflet.**

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

**We have included input from Viki Galt, IS Disability Information Officer and we will review feedback for any positive or negative impact on any of the 9 protected characteristics, and this feedback will be acted on accordingly.**

13. Are there any other points to note regarding the potential or actual impact of applying the policy or practice, with regard to the need to eliminate discrimination, advance equality and promote good relations? If so, note these here.

**No.**

#### **H. Equality Impact Assessment Outcome**

There is a legal obligation to take account of the results of the EqIA in the development of a new or revised policy or practice. This requires considering taking action to address any issues identified, such as removing or mitigating any negative impacts, where possible, and exploiting any potential for positive impact. Clearly any unlawful discrimination must be eliminated.

Having considered the answers in section G, select one of the four options below to indicate how the development/review of the policy/practice will be progressed. Delete the options that do not apply.

**Option 1: No change required – the assessment is that the policy/practice is/will be robust. There is no evidence of potentially unlawful discrimination and all reasonable opportunities to advance equality and foster good relations have been taken, subject to continuing monitoring and review.**

#### **I Action and Monitoring**

1. Specify the actions required to implement the findings of this EqIA.

**Disabled users and staff will be alerted to the process for arranging reasonable adjustments.**

**All information for library users on the proposed change will be advertised as being available in alternative formats on request.**

2. State how the policy or practice will be monitored in relation to its equality impact (or note where this is specified above).

**We will review feedback for any positive or negative impact on any of the 9 protected characteristics, and this feedback will be acted on accordingly.**

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

**The next time the policy is changed or in response to positive or negative feedback from users.**

**J. Publication of EqIA**

EqIAs are published on the Equality and Diversity website.

There is a statutory requirement to publish EqIAs within a reasonable period. However, in some circumstances there may be valid reasons to limit what is published or to delay publication.

Can this EqIA be published in full, now? Yes

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

**J. Sign-off**

EqIA undertaken by (name(s) and job title(s)): Andrew Baxter,

Accepted by (name): Judith Miller, ECA Deputy Director of Professional Services  
[This will normally be the person responsible for the policy/practice named in C above. If not, specify job-title/role.]

Date: 10 June 2015

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