



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

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 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.

<p>A. Policy or Practice (name or brief description): Revision of Mobile Device clinic frequency at Kings Buildings.</p> <p>We are piloting a change to the existing Mobile Device Clinic Service at Kings Buildings. There has been a very low uptake of the clinic service at Kings Buildings and feedback from School Computing Officers and IS Library staff has indicated that a Mobile Device Clinic is not delivering a suitable service. We propose that from Week commencing 21 September 2015 we will deliver Mobile device support in the following way</p> <ul style="list-style-type: none">• Tuesday and Thursday 10:00-12:00 and 13:00-15:00 – Drop in sessions• Monday, Wednesday & Friday – by appointment through IS Helpline
<p>B. Reason for screening (delete as applicable):</p> <ul style="list-style-type: none">• Proposed change to an existing policy/practice Update 2019: This update is a review of the existing EqIA version published in 2015
<p>C. Person responsible for the policy area or practice:</p> <p>Name: Veronica O'Malley</p> <p>Job title: User Support Team Manager</p> <p>School/service/unit: User Services Division</p>
<p>D. Screening Analysis</p> <ol style="list-style-type: none">1. Does the policy or practice affect primary or high level functions of the University? No2. 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)? Yes3. Is the policy or practice one on which interested parties could reasonably expect the University to have carried out an EqIA? Yes <p>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.</p>
<p>E. Screening outcome</p> <p>Equality Impact Assessment required: Yes</p> <p>Record notes about the screening process or outcome here.</p> <ul style="list-style-type: none">• 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). <p>An EqIA is required, this will be carried out by Lisa McDonald IT User Support Team Manager. We are currently piloting the revised service hours and submitting this EqIA in proposal that a permanent change be made and this EqIA be published in full</p>
<p>F. Sign-off</p>

Screening undertaken by (name and job title): Lisa McDonald, User Support Team

Accepted by (name): [This will normally be the person responsible for the policy/practice named in C above. If not, specify job-title/role.] Bryan MacGregor, Director, User Services

Date: September 2015 **Date of update: 15 February 2019 by Lisa McDonald, ITIL Manager and Stephan Moyes, Computing Officer, User Services Directorate, Information Services**

Accepted by: Gosia Such, Director, User Services

If EqIA is not being carried out, delete the remainder of this form and send the completed form to 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?

Existing Kings Building Mobile Device Clinic hours were 14:00-16:00 on Tuesdays. We have carried out a full review of clinic attendance and have found that take up for the

service has dropped from 35% attendance in 2014 to 30% attendance (in comparison to 72% attendance in Central area). We have consulted with School Computing Officers in the College of Science and Engineering and with Murray Library staff and are piloting a drop-in service with increased opening hours. We are running these sessions on Tuesdays and on Thursdays and we are not aware of any cultural observances which would make it difficult for a protected characteristic group to attend at this time but will continue to monitor feedback and adjust as required.

We will continue to monitor attendance to ensure we are providing adequate service provision.

Changing these hours means that we can improve our support delivery on the Kings Buildings campus as we are not dedicating staff to a service that is not being used. This will improve support for all College of Science and Engineering staff and students.

All users will still continue to be able to approach IS Helpline for advice and support on a 24/7 basis via telephone or email and we will continue to offer a bespoke face to face service for any student or staff member with a Disability IT related enquiry.

Update 2018: The Kings Buildings clinic service has run across the last year with the proposed service changes. We have sought feedback from the College computing officers and IS IT Consultancy who are in contact with College Support staff and have had positive feedback to say that the model is continuing to meet the needs of the users and has made the service more accessible, with attendance figures remaining at a reasonable level. We have received no negative feedback related to any of the 9 protected characteristic groups and there have been no complaints through Complaints Handling Process or comments through the Information Services Help Satisfaction Survey.

- 2. Update 2019: We've sought feedback from the schools through the Relationship Management team and the model continues to meet the needs of all stakeholders. We relocated the service to Murchison House in order that we could make space for academic activity whilst also remaining adjacent to ISG colleagues and other professional services staff. Murchison House is fully accessible and we have not received any negative or positive feedback at all around the relocation of the service..**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 partnership¹

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.

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).

This policy is relevant to several equality groups.

This service is provided only by English speaking staff but the main teaching language of the University is English so we would not envisage that this should lead to any disadvantage.

We are not aware of any cultural observances impacted by the timing change of this clinic and have consulted with the University Chaplaincy who also have no concerns. We will continue to monitor for any future impact. The clinics are offered in accessible locations and we offer a bespoke service to disabled staff where necessary and make any reasonable adjustments as required.

Update 2018: No clinic service users have raised a religious or belief objection to the change in clinic hours. There have been no complaints that the service has been reduced and no indeed no positive or negative feedback related to any of the 9 protected characteristics.

Update 2019: We have had no complaints, comments or feedback related to the 9 protected characteristics.

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.

A full analysis was made of clinic attendance from September 2014 – August 2015 We also reviewed any service complaints (there were none) and held discussions with staff conducting the clinics to ensure figures were correct and take-up was as low as presented in the stats. We discussed the change with IT consultancy so they could present any concerns from the College and a full discussion was had across the year with the school computing officers and with senior staff in IS Help Services. The University Disability Support Service and Chaplaincy have also been consulted and they present no concerns about this service change.

Update 2018

Attendance figures are monitored and attendance has dropped slightly on 2018, but this has been a trend seen across user support due to increased efforts to improve self help and also the introduction of the Main Library IT Support Desk. There has been no negative feedback related to any of the 9 protected characteristic groups.

Update 2019

Attendance figures are monitored and attendance has dropped slightly on 2018,

but this has been a trend seen across user support due to increased efforts to improve self help. This may also be down to the new location of the service in Murchison House. Students and staff still based in KB Centre may be more likely to use their local school support, or ask Library staff for assistance, rather than walk over to Murchison House. however we will continue to monitor attendance. There has been no feedback whatsoever on the relocation of the clinic service from any of the 9 protected characteristic groups.

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?

We do not envisage that this change will lead to any form of prohibited conduct. We will offer appointments via IS Helpline to students and staff unable to attend the drop in sessions and we will continue to deliver clinics in the central area on a daily basis both in daytime and in evenings which will allow part time students or staff working during the day to attend for IT assistance. All users will still continue to be able to approach IS Helpline for advice and support on a 24/7 basis via telephone or email and we will continue to offer a bespoke face to face service for any student or staff member with a Disability IT related enquiry. We envisage a positive impact as we will channel the free staff resource into processing and resolving first and secondline IT incidents which will result in faster resolution times.

Update 2019: The Mobile Device Clinic Service has moved to Murchison House from its previous location in the Murray Library. The space in Murchison House is a shared space with the College support teams and accessibility has improved, with better entrance routes and lift access. We do not believe that the service has led to any form of prohibited conduct since its inception.

5. Are reasonable adjustments built in where they may be needed?
Yes, We remain flexible in being able to offer bespoke support for staff and student requiring reasonable adjustments such as meeting in alternative locations etc.

All clinic documentation is available in alternative formats upon request.

Update 2018 – The clinic service will relocate to Murchison House in late 2018 and we will reassess the service from an accessibility perspective once we have our new location

Update 2019: The Mobile Device Clinic Service has moved to room 3.27 (third floor), Murchison House. This is a shared space with the College support teams and accessibility has improved, with better entrance routes and lift access. The office space in which the clinic takes place has a better layout allowing easier access and egress from people who may use mobility aids such as wheelchairs. We have had no requests for documentation in alternative formats.

6. Does the policy/practice contribute to advancing equality of opportunity²? Will it help to:
- remove or minimise disadvantage
 - meet the needs of different equality groups
 - encourage increased participation of particular groups
 - take account of disabled people's impairments?

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

All users will continue to have access to the Mobile device clinic service at both central area and King's Buildings. Both locations are fully accessible to those requiring wheelchair access and both locations have a full fire evacuation procedure. We will review the service on a monthly basis to ensure we are meeting demand.

Update 2018: Attendance figures are monitored and attendance has dropped slightly on 2018, but this has been a trend seen across user support due to increased efforts to improve self help and also the introduction of the Main Library IT Support Desk. The clinic service will relocate to Murchison House in late 2018 and we will reassess the service from an accessibility perspective once we have our new location

Update 2019

Attendance figures are monitored and attendance has dropped slightly on 2018, but this has been a trend seen across user support due to increased efforts to improve self help. This may also be down to the new location of the service in Murchison House, however we will continue to monitor attendance. The new clinic space has improved accessibility for mobility impaired users.

7. Is there an opportunity in applying this policy/practice to foster good relations between people in any protected group and those who are not³? Will it help to tackle prejudice and/or promote understanding?

The process of submitting this EqIA will improve awareness amongst IS staff that there is a variety of equality issues that must be considered when making changes to a service.

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?

Disabled users will need an accessible service which we have strived to do and we also offer bespoke one to one session with disabled users if required. Users with caring responsibilities and distance learners may require evening clinics and will still be able to attend clinics in the central area. As English is the main teaching language of the University, our English only speaking advisors should not create any disadvantage. Users from different religions or cultures may have specific times when they are unable to attend, so we will continue to monitor the clinic attendance and complaints to minimise any potential clashes as well as maintaining a service at other normal working hours but we will continue to monitor this situation and respond accordingly.

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)?

There is no evidence as such that this change will result in a higher or lower uptake by any equality groups.

We are not aware of any cultural observances impacted by the timing change of this clinic.

Update 2018 – There is no evidence of a higher or lower uptake by any equality groups.

Update 2019 – There continues to be no evidence of a higher or lower uptake by any equality groups.

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

³ This question does not apply to the protected characteristic of marriage or civil partnership.

If so, why?

No equality group is excluded from participating in or accessing the Mobile Device Clinic service. The clinics are offered in accessible locations and can be offered in another location for any disabled member of staff or student as required.

Update 2019 – we do not believe that any equality group has been excluded from accessing the service and have received no complaints or negative feedback related to any of the 9 protected characteristics .

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

Distance learners or people with caring responsibilities may find it difficult to attend the drop-in sessions however it will be possible to make an appointment at another time or to attend the central area clinics. The clinics are free of charge.

The hours of service are advertised on the IS Website and communicated to all colleges and support units by the IS IT Consultancy teams. We provide all documentation relating to this service in alternative formats.

Update 2019 – we do not believe that the service has created any barriers and we have had no requests or documentation in alternative formats.

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

We will continue to liaise closely with College of Science and Engineering Computing Officers, with IS Help Services Staff and with IS Relationship Management to ensure we cover any concerns and address the. No concerns have been raised by these groups. The IS Disability Office has been consulted about the change as well as the University Chaplaincy.

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.

We are currently applying this policy as a pilot and attendance will continue to be reviewed on a weekly basis to ensure there are no concerns around service provision and to monitor for any positive or negative impact for any equality groups.

Update 2018: The service hours have remained standardised for the last year. We will review hours of operation alongside our move to Murchison House and a continual review of attendance and feedback will identify any further need for review.

Update 2019: The service hours remain unchanged since we moved to Murchison House. A continual review of attendance and feedback will identify any further need for review. We run a weekly satisfaction survey on all calls handled by IS Helpline team including those from the Mobile Device Clinic and there have been no comments on this service at all. Relationship Management regularly meet with College IT staff to check that ISG services are meeting their needs and this service has never been mentioned in a negative way. The School COs remain satisfied that the clinic is currently meeting the needs of their users.

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.

For the reasons stated above.

Update 2018 – Option 1 as stated above

Update 2019 – Option 1 as stated above

I Action and Monitoring

1. Specify the actions required to implement the findings of this EqIA.
Continued review of attendance statistics and IS Survey feedback. Continued contact with International Office, Student Disability Support and IS Consultancy and Disability IT support.
Ensure staff are aware of the need to offer communication about the policy in alternative formats upon request and the need to make reasonable adjustments as required.

Update 2019 – as above

2. State how the policy or practice will be monitored in relation to its equality impact (or note where this is specified above).
Continual review of attendance statistics. Review of IS satisfaction survey feedback.
Review of any general feedback and complaints raised through the Complaint Handlers Process. In particular, all feedback will be monitored for any positive or negative comments related to any of the 9 protected characteristics and acted on accordingly.

Update 2019 – as above

3. When will the policy/practice next be reviewed?
Update: Next review December 2018 no further actions at this time other than those stated above in questions I1 and I2 are required.

Update: When there is a change to the service, or we receive either negative or positive feedback in relation to any of the 9 protected characteristics.

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.

Update 2019 - Yes

J. Sign-off

EqIA undertaken by (name(s) and job title(s)): Lisa McDonald, IT User Support Team Manager, User Services Division, Information Services

Accepted by (name): Gosia Such, Director, User Services

Date: 18 September 2015

Updated 15th October 2018 by Lisa McDonald, User Support Team Manager, User Services Directorate, Information Services

Accepted by: Gosia Such, Director, User Services

Updated 25th February 2019 by Lisa McDonald, ITIL Manager and Stephan Moyes, Computing Officer, User Services Directorate, Information Services

Accepted by: Gosia Such, Director, User Services

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