



## THE UNIVERSITY *of* EDINBURGH

### 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.

<p>A. Policy or Practice (name or brief description):  <a href="#">Extension of current opening hours at the Law &amp; Europa and Moray House Libraries, in the third week of Winter vacation, ie in 2014, week of 6 January</a></p>
<p>B. Reason for screening (delete as applicable):</p> <ul style="list-style-type: none"> <li>Proposed change to an existing policy/practice  <b>Update 2015:</b> <a href="#">this update is a review of the existing EqIA version published in 2013</a>  <b>Update 2016:</b> <a href="#">review of the existing EqIA as above</a>  <b>Update 2017:</b> <a href="#">review of existing EqIA</a></li> </ul>
<p>C. Person responsible for the policy area or practice:</p> <p>Name: <a href="#">Pam Clouston</a></p> <p>Job title: <a href="#">IS Helpdesk Manager (Sites)</a></p> <p>School/service/unit: <a href="#">User Services Division/Help Services</a></p> <p><b>Update 2016:</b> <a href="#">Barry Croucher, Head of Help Services, IS User Services Division</a>  <b>Update 2017:</b> <a href="#">Barry Croucher, Head of Help Services, IS User Services Division</a></p>
<p>D. Screening Analysis</p> <ol style="list-style-type: none"> <li>Does the policy or practice affect primary or high level functions of the University? <b>YES</b></li> <li>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)? <b>YES</b></li> <li>Is the policy or practice one on which interested parties could reasonably expect the University to have carried out an EqIA? <b>YES</b></li> </ol> <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: <b>YES</b></p> <p>Record notes about the screening process or outcome here.</p> <ul style="list-style-type: none"> <li><a href="#">An EqIA is required. This will be carried out by Pam Clouston, IS Helpdesk Manager (Sites)</a></li> <li><b>Update 2016:</b> <a href="#">Review carried out by Winnie Chambers, IS Help Services Team Manager</a></li> <li><b>Update 2017:</b> <a href="#">Review carried out by Winnie Chambers, IS Help services Team Manager</a></li> </ul>
<p>F. Sign-off</p> <p>Screening undertaken by (name and job title): <a href="#">Pam Clouston IS Helpdesk Manager (Sites)</a></p> <p>Accepted by (name): <a href="#">Barry Croucher, Head of Help Services</a>          [This will normally be the person responsible for the policy/practice named in C above. If</p>

not, specify job-title/role.]

Date: 10/04/2013

**Update 2016:** Reviewed by Winnie Chambers, 26 May 2016

**Update 2017:** Reviewed by Winnie Chambers and accepted by Barry Croucher, May 2017

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?

Current semester 2 opening Hours of the Law & Europa Library and the Moray House Library [MHL] commence at the start of the official University semester 2, normally the second full week of January. The semester hours are Monday -Thursday 9:00am-10:00pm; Friday 9:00am to 5:00pm[7:00pm at Law]; Saturday 9.00am[Law] / 12 noon[MHL] - 5:00pm; Sundays 12 noon - 5.00pm. Vacation hours are Mon-Fri 9:00am to 5:00pm.

Feedback from users and from the individual schools has requested that their opening hours be extended. Our proposal, in response to demand, is to commence semester opening hours at these two Libraries, one week before semester 2 commences. This will start from Monday 6 January 2014 and usage will be monitored closely. The extra hours will initially be staffed on a voluntary basis. During this period access to the library will be available for an extra 35 hours [Law] and 30 hours [MHL]. This EqlA is being conducted prior to the change in the opening hours.

This change in policy has a potential impact on all 9 protected characteristics for both users of the service and staff providing the service.

**Update 2016:** This increase in opening hours has now been in place for 2 years and headcount reports from both years show that although take-up during the week was lower in L&EL, usage during the weekend was comparable to semester time. In MHL usage was very similar to the semester pattern, which indicates that the need remains for these libraries to open during this pre-semester week.

**Update 2017:** Usage figures indicate that numbers during this week in January 2017 were very low, with an average of 9 users in Law at 7.30, dropping to 6 at 9.30. Similarly at Moray House an average of 10 users was recorded at 7.30, falling to 8 at 9.30. It has been concluded that there is no demand for these libraries to remain open for such extended hours and in January 2018 both libraries will close at 8pm during this pre-semester week. This will reduce the extra hours by 8 hours for both libraries. As before, this policy will be closely monitored.

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 policy is relevant to all 9 protected characteristic groups. For disabled users and staff, who have reasonable adjustments already in place and also make use of specialised kit, all additional services currently offered in core working hours continue.

There is a potential negative impact on staff, who may not be able to take up the offer of extra paid hours at these particular times because of a protected characteristic. However, there are frequently other offers of extra paid hours, during core office hours, and there is no detriment of pay rate at any of these times.

There could be a positive benefit for those in the pregnancy and maternity group, as it may be beneficial to this group to work hours later in the day, rather than earlier.

We anticipate that the greatest impact may be on those staff with caring responsibilities, but as above, extra hours are available at other times at no detriment of pay. No member of staff will be forced to work these extra hours.

**Update 2016:** One member of staff who was recruited in 2014 is contractually obliged to work during this extra week, but longer serving members of staff are not and these hours are worked on a voluntary basis. For users, all services offered in core hours are available during this week.

**Update 2017:** With the exception of one contracted member of staff, these hours will again be worked on a voluntary basis. For users, all services offered in core hours are available during this week.

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<sup>1</sup>

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.

Feedback about opening hours comes from individual students, from Student Representatives through EUSA, from surveys and from Academic Staff.

For example, feedback from a PG Focus session in July 2013, included

1. Main driver for attendance at open session was to speak about opening hours.
2. Many students working jobs 9-5, so need extended opening hours in the evening: Sundays be the only day some students can make it to the library and if working
3. Impossible for many students to work productively at home.

Another example is from the analysis of survey forms of users using the Library during the University Christmas closure period December 2012

“nearly a quarter of respondents suggesting that the library should be open every day of the Christmas vacation, or at least every day barring public holidays.”

“Law students wanted to see the Law & Europa Library open, particularly on the weekend of 12/13 January as work was due to be handed in on the 14th.” 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.

We did not identify any potential gaps in the evidence but will monitor any feedback from users and staff with particular regard to any equality issues this may raise We shall monitor usage of the Libraries at these extra times, in order to assess whether we repeat this exercise.

**Update 2016:** The usage figures confirm the need for this extra week of opening.

Headcounts were taken at hourly intervals during the evening and weekend hours and showed comparable numbers to semester time, particularly during the weekends. No equality issues were identified.

**Update 2017:** The usage figures indicate that the libraries should be open until 8pm, Monday to Thursday, instead of until 10pm, and should also open with normal Semester hours during

<sup>1</sup> 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.

the weekend prior to Semester 2.

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 envisage a positive impact on students in all 9 of the protected characteristics, as we are extending the current service over a greater period of time.

We recognise that there may be a potential negative impact on staff from any of the 9 protected characteristics, who may not be able to take up the extra hours offered, but this has been addressed by frequent offers of extra hours at other times during the day, at no detrimental pay rate. No member of staff will be forced to work out with the 9 to 5 time period if they do not wish to.

**Update 2016:** No negative impact found. No feedback has been received relating to any of the protected characteristics and, while headcounts show that these hours were generally well used, no data was collected to identify particular groups. All staff, apart from one who is contracted for these hours, worked on a voluntary basis.

**Update 2017:** No negative impact was found and no feedback has been received showing any impact upon any of the equality groups. User data about specific equality groups is not collected. The libraries are staffed on a voluntary basis during these hours, with the exception of one member of staff whose contract includes these hours. The working pattern of this member of staff will be adjusted to take account of the reduction in hours during this week.

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

Individual student reasonable adjustments will continue to operate. Information about the extra hours offered will be communicated in a variety of methods and will be available in alternative formats on request.

We shall ensure that any staff who currently have reasonable adjustments in place will continue to have access to these. We will discuss with members of staff any other reasonable adjustments required that may arise out of working different hours and make appropriate arrangements.

**Update 2016:** No requests have been received for any reasonable adjustments either by staff or users during these hours.

**Update 2017:** No requests have been received for any reasonable adjustments during these hours, and all services offered in core hours are also available during these extended hours.

6. Does the policy/practice contribute to advancing equality of opportunity<sup>2</sup>? 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?

Users in all 9 of the protected characteristics will have extended access to our service which should reduce disadvantage and help meet the needs of particular groups and increase participation. .

Any negative impact on staff from any of the 9 protected characteristics, who may not be able to take up the extra hours offered, will be addressed by offers of extra hours at other times during the day, at no detrimental pay rate.

**Update 2016:** Usage rates of the library in the additional hours showed a need which we believe will have had a positive effect across the 9 PCs without causing disadvantage to any staff member.

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

**Update 2017:** Usage rates show that users will continue to benefit from the additional hours and will not be disadvantaged by the slightly earlier closure time. All of the equality groups will continue to benefit as before, while the impact on staff members will be less.

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>3</sup>? Will it help to tackle prejudice and/or promote understanding?

We hope that in assessing this initiative we will tackle prejudice and promote understanding by demonstrating to users and staff that we are aware of positive and negative impacts which the extension of opening hours may have.

**Update 2016:** While no comments, favourable or otherwise, have been noted, the usage figures indicate that the hours are appreciated by users.

**Update 2017:** We do not anticipate any negative response from 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? Some disabled users and staff may require access to existing adjustments and kit, which we will make sure are available during the extra hours. No member of staff will be forced to work these extra hours.

**Update 2016:** All kit and adjustments mentioned above are available during the extended hours and are the same as during core hours. No staff have been forced to work these extra hours.

**Update 2017:** Provision of kit and adjustments remains as above.

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)?

We might expect a higher uptake in use of the new hours by those with child care responsibilities during the day. There could be a potentially lower uptake of disabled staff or staff with caring responsibilities, from volunteering to work the additional hours, but this will be addressed by offers of extra hours at other times during the day, at no detrimental pay rate and no member of staff will be forced to work the additional hours

**Update 2016:** No evidence found as statistics on individual PCs are not collected.

**Update 2017:** As above

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

No equality group is excluded.

**Update 2016:** as above

**Update 2017:** as above

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?

The policy is providing more access to the current service, outwith core working hours so should remove barriers for some groups, making it easier for them to access the service. Information about the extra hours offered will be communicated in the methods already used in the University and will be available in alternative formats on request. The communication about the change will only be given in English as this is the main teaching language of the University.

**Update 2016:** Communication has been carried out as stated above and no requests have been made for this information in alternative formats or languages.

**Update 2017:** Communication will be carried out through social media as well as more traditional methods and will be available in alternative formats on request. As before,

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

communication will be in English as this is the main teaching language of the University.

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

Relevant equality groups are able and expected to be part of the larger groups who requested the extended hours - e.g. students on courses, or EUSA. The policy will be reviewed and communicated back to the Schools of Education and Law. All feedback from staff and students will be monitored for any issues relating to equality and diversity.

**Update 2016:** No issues relating to equality and diversity have been identified. We will continue to monitor all feedback and comments for any positive or negative impact on any of the 9 protected characteristics.

**Update 2017:** Monitoring will continue as before.

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

**Update 2016:** As above

**Update 2017:** As above

#### 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.

We will advertise the extended opening hours by means of current accessible methods, e.g. on the University web site, on notices in the Library, and through the Liaison Librarian to the Schools of Education and Law. We will make information on extended opening hours available in alternative formats upon request.

We will advise staff that they do not have to volunteer for these extra hours of work if they do not wish to, and that if they wish to do so, but cannot work at these times, we shall advise them of extra hours which are available at other times during the day at no detrimental pay rate.

**Update 2015:** The extra hours were advertised as above, and were well used

**Update 2016:** Opening hours advertised as above and staffed on a voluntary basis by longer serving staff and on a contractual basis by a more recently appointed member of staff at Moray House.

**Update 2017:** 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).

We will continue to monitor student and staff feedback, School feedback, and usage statistics.

**Update 2015:** Statistics were kept of Library usage during the extra hours. From feedback, users were appreciative of the extra hours and the schools were happy with the new hours. There have been no comments or queries (from staff or students) within the period since the initial EqIA was conducted indicating any forms of prohibited conduct or indeed any negative impact to any of the protected groups as a result of this Policy and we believe it may in fact have had a positive effect for the reasons originally stated in this EqIA.

**Update 2016:** Statistics continue to show that the libraries are well used at these times and feedback shows user appreciation.

**Update 2017:** Statistics show that demand drops off after 8pm and although we do not anticipate any negative feedback we will continue to monitor the usage closely.

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

End of 2014 by the USD Opening Hours Group

**Update 2015:** The usage figures were reviewed at the January 2014 Opening Hours Group meeting and our conclusion was that the headcounts indicated that this was the correct decision and the IS Opening Hours Group agreed that this should be the normal pattern in future. The school was happy with the new hours. We shall now pursue incorporating these hours into the contracts of staff who work at these times, by mutual agreement or when vacancies for these posts occur. This policy will next be reviewed in one year's time (April 2016) or sooner if we receive any comments or feedback related to this policy and any of the 9 protected characteristics and/or a change to the opening hours is proposed.

**Update 2016:** These hours continue to be staffed mainly by volunteers and on a contractual basis by one more recent appointee at Moray House Library. The policy will next be reviewed in one year's time, in May 2017.

**Update 2017:** When or if there is any substantial change to the policy.

#### 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**

#### J. Sign-off

EqIA undertaken by (name(s) and job title(s)): Pam Clouston IS Helpdesk Manager (Sites)

**Update 2016:** Winnie Chambers, IS Help Services Team Manager

**Update 2017:** Winnie Chambers

Accepted by (name): Barry Croucher, Head of Help Services

**Update 2016:** Barry Croucher

**Update 2017:** Barry Croucher

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

Date: **Update 03/04/2015**

**Update 2016: May 2016**

**Update 2017: May 2017**

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