



## 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 EqlA of the policy or practice. All full EqlAs are published.

A. Policy or Practice (name or brief description): Touch screen user survey kiosk
B. Reason for screening (delete as applicable): <ul style="list-style-type: none"><li>Proposed new policy/practice</li></ul> <p><b>Update 2015:</b> This update is a review of the existing EqlA version published in 2014 <b>Update 2016:</b> Review of existing EqlA</p>
C. Person responsible for the policy area or practice:  Name: Barry Croucher  Job title: Head of Help Services  School/service/unit: IS User Services Division/Help Services
D. Screening Analysis  1. Does the policy or practice affect primary or high level functions of the University? <b>No</b> 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)? <b>Yes</b> 3. Is the policy or practice one on which interested parties could reasonably expect the University to have carried out an EqlA? <b>Yes</b>  If the answer to any of these questions is 'Yes', an EqlA 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. <ul style="list-style-type: none"><li>An EqlA is required. This will be carried out by Barry Croucher, Head of Help Services</li></ul> <p><b>Update 2015:</b> This update is carried out by Winnie Chambers, IS Helpdesk Duty Manager <b>Update 2016:</b> Update carried out by Winnie Chambers, IS Help Services Team Manager</p>
F. Sign-off  Screening undertaken by (name(s) and job title(s)): Barry Croucher, Head of Help Services  Accepted by (name): Bryan MacGregor, Director, US User Services [This will normally be the person responsible for the policy/practice named in C above. If not, specify job-title/role.]  <b>Date:</b> 16 December 2014 <b>Date of updating:</b> 17 December 2015 <b>Date of updating:</b> January 2017

If EqlA 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?

IS User Services employs a number of user feedback channels. The survey kiosk is a new addition which enables users to give immediate feedback via a free standing touch screen running survey questions created by survey owners. The kiosk and software is provided by a company called CRT ViewPoint.

The survey kiosk is portable and can be positioned at any suitable location where power is provided; it uses wifi connectivity to give real-time survey monitoring. Any person who wishes to engage with the survey can enter their answers to multiple choice questions, or type free text feedback where offered.

It is designed to be at an accessible height.

The main focus of the EqIA will be on the protected characteristic of disability as this will be the protected characteristic where there is the greatest potential impact and also on race.

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<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).

The practice is particularly relevant to disability, and there is a need to make the survey kiosk as accessible as possible. The physical nature of the kiosk with its touch screen interface and the survey software which presents the survey to the user via the monitor may not be suitable for all disabled users, and so reasonable adjustments have been put in place to ensure access for all.

It is also relevant to race. English is the main teaching language of the University and so we do not envisage this would cause any disadvantage. If this should prove to be an issue, we would look at providing the survey in another language on request.

**Update 2015:** No requests were made in 2015 for the surveys to be provided in other languages. There were no requests for any reasonable adjustments.

The kiosk was deployed in a variety of locations in the Main Library in 2015 and no comments, either positive or negative, were received. All surveys included the option for free text comments.

**Update 2016:** No requests were received for surveys to be provided in other languages or for any reasonable adjustments, and the publicity posters always state that alternative versions are available on request.

The kiosk was deployed in various locations within the Main Library and also in Appleton Tower during the International Fair in September. No negative comments were received and all surveys included the option for free-text comments.

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.

There were 32,591 students (all levels of study) mid-year in 2013/14 (Source: <http://www.docs.sasg.ed.ac.uk/qasp/factsheet/StudentFactsheet300414.pdf> ).

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<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.

3,079 were registered with University Student Disability Services (just under 9.5%).

There has been consultation with the IS Disability Information Officer about the potential needs of disabled users which has highlighted areas to be considered.

The demographic of the 2013/14 student body shows students are domicile in 140 countries and 39% are non UK/Ireland domicile.

**Update 2015:** 35,258 students in 2014/15 (Source <http://www.docs.sasg.ed.ac.uk/gasp/factsheet/StudentFactsheet310715.pdf>)

3,338, 9.5% were registered with University SDS (Source [http://www.ed.ac.uk/files/atoms/files/2014-15\\_sds\\_disabled\\_student\\_breakdown.pdf](http://www.ed.ac.uk/files/atoms/files/2014-15_sds_disabled_student_breakdown.pdf))

41.8% are non UK domicile in 2014/15

Monitoring of the number of times we receive requests for the survey to be provided in a language other than English will continue

There were no requests for the survey to be provided in a language other than English

Use of the kiosk has been monitored and no issues have been raised

**Update 2016:** Student Disability Service has not yet published its report for 2015-16, so more recent figures cannot be included here.  
As in previous years, use of the kiosk has been monitored and no issues have been raised

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, we do not envisage the survey kiosk will result in any forms of prohibitive conduct. If for a reason related to a protected characteristic a user is unable to access the kiosk reasonable adjustments would be put in place.

Survey creation is carried out by trained staff in IS User Services, in association with survey owners. These staff have carried out 'e-Diversity in the Workplace' online module and have attended or are registered on the 'Developing an Understanding of Equality, Diversity and Internationalisation' workshop in March 2015.

Surveys are typically anonymous. Information is gathered routinely about status and affiliation (eg, Student, School), but not personal details, although it is conceivable a survey could offer the user opportunity to give name and contact details if they wish to be contacted about their feedback.

**Update 2015:** No users have reported having been unable to use the kiosk for any reason

**Update 2016:** There have been no reports of users being unable to use the kiosk for any reason

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

The physical nature of the kiosk with its touch screen interface and the survey software which presents the survey to the user via the monitor may not be suitable for all disabled

users.

Supporting information is displayed on a poster alongside the survey kiosk which offers users who do not wish to use the touch screen, or have difficulty doing so, advice on how to obtain a questionnaire in another format; this may include a paper copy or a member of staff assisting the user.

All communication about the survey kiosk would be available in alternative formats upon request.

English is the main teaching language of the University and so we do not envisage this would cause any disadvantage. If this should prove to be an issue, we would look at providing the survey in another language on request.

**Update 2015:** Paper copies of surveys have been available but have not been requested by users. No requests have been received for surveys to be provided in other languages. No request for any other reasonable adjustments has been received.

**Update 2016:** Surveys can be made available in alternative formats, and staff assistance is available if required, but to date no requests for other reasonable adjustments have been received.

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?

The survey kiosk enables all users to give immediate feedback to survey owners (eg service managers) on any survey subject, and so gives voice to the user view which may lead to improvements to services or the user experience.

It is hoped that the kiosk would perhaps increase participation in giving feedback and highlight positive or negative comments on any of the protected characteristics.

We have attempted to make the kiosk and the surveys as accessible as possible for disabled users.

**Update 2015:** All surveys have been made as accessible as possible for all and participation levels have been seen to rise over the year. Participation in the Main Library exit survey, for example, rose from 51 responses in August 2014 to 165 in March/April 2015 and reached 172 in November 2015.

**Update 2016:** Participation in surveys via the kiosk continues to rise, with a recent Main Library Lower Ground Floor survey attracting 220 responses over a 2 week period.

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 by adapting the surveys and kiosk to maximise accessibility, we will demonstrate the seriousness by which Edinburgh University takes the needs of disabled users and the desire to make their systems as accessible as possible and to mainstream

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

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

as many adjustments as possible.

Surveys added to the kiosk are designed to maximise accessibility in line with current guidelines for example WCAG2.

**Update 2015:** All surveys added to the kiosk have been designed as stated above and will continue to be so.

**Update 2016:** All surveys continue to be designed in line with accessibility guidelines.

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 need the survey kiosk to be accessible.

Non-English speakers may require an alternative language.

**Update 2015:** No reports have been received of users being unable to access the survey kiosk by reason of disability or language difficulties

**Update 2016:** While some users might have difficulty with using the survey kiosk, alternative methods of participation in surveys are offered, including offering staff assistance and alternative formats.

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 envisage the survey kiosk will be used more by any equality group.

**Update 2015:** No evidence was received to indicate that the kiosk was used more by any equality group

**Update 2016:** There has been no evidence or expectation that the survey kiosk has been used more by any equality group.

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

No equality group is excluded from participating. There may be a small number of disabled users for whom we are not able to make the kiosk fully accessible in which case reasonable adjustment would be put in place to ensure no disadvantage.

**Update 2015:** No equality groups were excluded from participating in surveys

**Update 2016:** No equality groups were excluded from participating in surveys.

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?

No, the location of the survey kiosk is moveable and each location will be evaluated in terms of access/egress for disabled users. The kiosk will be available to any person on the site at any time the site is open.

English is the main teaching language of the University and so we do not envisage this

would cause any disadvantage. If this should prove to be an issue, we would look at providing the survey in another language on request.

**Update 2015:** The kiosk was available during all library opening hours when surveys were running

No requests were received for the surveys to be provided in another language

**Update 2016:** When surveys were running the kiosk was available to all regardless of equality group.

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

In consultation with the IS Disability Information Officer the needs of disabled users will continue to be taken into account. All feedback will be reviewed for any potential positive or negative impact on any of the 9 protected characteristics.

**Update 2015:** No feedback to indicate any positive or negative impact on any of the protected characteristics.

**Update 2016:** No feedback has been received which has revealed any impact on any of the 9 protected characteristics.

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 2015:** No other points to note

**Update 2016:** No further points to note.

## 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.

**Update 2015:** Option 1 still applies as above

State the reasons for this conclusion and the evidence used, if not already included in section G.

Included in Section G above.

**Update 2015:** Included in Section G above as previously.

## **I Action and Monitoring**

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

Ensure all relevant staff are aware of the reasonable adjustments offered.  
Communicate that the survey is available in alternative formats on request.  
IS Disability Information Officer to meet and discuss WCAG2 requirements with survey designers.

**Update 2015:** Actions taken as specified above

**Update 2016:** Actions continue to be taken as specified above

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

Monitoring of feedback for any positive or negative comments about any of the protected characteristics.  
Monitoring of any requests for reasonable adjustments, eg format or language.

**Update 2015:** Monitoring undertaken as specified above

**Update 2016:** Monitoring continues to be undertaken as above

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

December 2015.

December 2016

If there is any change to the survey kiosk or adverse feedback received

## **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 2015:** Yes

**Update 2016:** Yes

## **J. Sign-off**

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

Barry Croucher, Head of Help Services, IS User Services

**Update 2015:** Winnie Chambers, IS Helpdesk Duty Manager

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

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

**Date:** 16 December 2014

**Update 2015:** 17 December 2015

**Update 2016: January 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)