



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

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): Extension of current opening hours at the Main Library, George Square, Edinburgh, EH8 9LJ.</p>
<p>B. Reason for screening (delete as applicable): Proposed change to an existing policy/practice.</p>
<p>C. Person responsible for the policy area or practice:</p> <p>Name: Barry Croucher</p> <p>Job title: Head of Help Services</p> <p>School/service/unit: IS User Services Division/Help Services</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? YES 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 <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> <p>An EqIA is required. This will be carried out by Barry Croucher, Head of Help Services</p>
<p>F. Sign-off</p> <p>Screening undertaken by (name and job title):Barry Croucher, Head of Help Services</p> <p>Accepted by (name): Bryan MacGregor, Director, IS User Services [This will normally be the person responsible for the policy/practice named in C above. If not, specify job-title/role.]</p> <p>Date: 12 June 2014</p>

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?

Current (2013) opening hours of the Main Library in the Summer vacation are:

- 4th week of June, July, 1st week of September: Mon to Fri 08:30 to 20:00; Sat 10:00 to 17:00; Sun 12:00 to 17:00.
- August: Mon to Thurs 08:30 to 00:00; Fri 08:30 to 20:00; Sat 10:00 to 20:00; Sun 12:00 to 00:00.

Planned (2014) opening hours for the entire Summer period (June to August) are:
Mon to Sun 07:30 to 00:00.

Semester opening will begin on 1 September: Mon to Sun 07:30 to 02:30.

Library user feedback has identified Summer opening hours as being sub-optimal.

Postgraduate Taught students working on dissertations in particular complain at being limited in their access to the Main Library after the Semester opening hours pattern ends in the third week of June. EUSA is known to support extended Summer opening hours for the Main Library and have worked closely with the Library management team to explore the issues.

The change has been endorsed by Library Committee and Information Services is committed to achieving the improvement.

An additional 545 hours of opening (up 38%) will result.

All library users will be able to take advantage of the additional opening. Staff with caring responsibilities, disabled staff or staff with other protected characteristics may be unable to work the extended hours. Additional evening and weekend staff are being recruited by IS Facilities and the posts are available to internal and external applicants. All overtime for IS staff is voluntary and staff unable to work additional out of hours shifts will be offered the chance to earn overtime by additional standard time shifts. Estates & Buildings staff are already contracted to work the hours required. A third party contractor also provides staff and has private contractual arrangements. Therefore the EqIA focuses on the potential benefits to users of all protected characteristics of extended working hours and ensuring no negative consequences on staff who may or may not be able to work those extended hours.

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.

For users this policy is relevant to all equality groups but particularly to disability, sex and pregnancy and maternity. The new policy is making our service more available out of office (09:00-17:00) hours and at weekends. In particular, there should be a positive impact on any students or other users who are working during the day, or users who look after children or other dependents during the day. Users with specific requirements relating to their race or religion/belief may find the increased flexibility of extended opening hours beneficial. Staff with caring responsibilities, disabled staff or staff with other protected characteristics may be unable to work the extended hours. All overtime for IS staff is voluntary and staff unable to work additional out of hours shifts will be offered the chance to earn overtime by additional standard time shifts. Estates & Buildings staff are already contracted to work the hours required. A third party contractor also provides staff and has private contractual arrangements.

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

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

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.

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. This has indicated that students wish to have the Library open for longer hours, because of factors such as child care, working hours, distance from home, difficult to study in a student flat etc, as well as the specific reason of the PG dissertation hand-in and UG exam resits.. This evidence was not specifically targeted at individual equality groups but we would expect a wide variety of users with a range of different protected characteristics to be included in these data gathering exercises

4. 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 Estates & Buildings staff are already contracted to work the hours required and IS staff are aware that any additional out of hour work is voluntary and will be given the opportunity to discuss with their line managers as required

5. 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?

Extending the opening hours should not result in any of the above. Staff with caring responsibilities, disabled staff or staff with other protected characteristics may be unable to work the extended hours. Additional evening and weekend staff are being recruited by IS Facilities and the posts are available to internal and external applicants. All overtime for IS staff is voluntary and staff unable to work additional out of hours shifts will be offered the chance to earn overtime by additional standard time shifts. Estates & Buildings staff are already contracted to work the hours required. A third party contractor also provides staff and has private contractual arrangements.

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

The reasonable adjustments which operate for staff and students during all other opening hours will also be extended to operate during the extended opening hours. Communication of extended hours has involved a wide range of media channels and formats in order to be accessible to all users. The information is available in alternative formats upon request.

7. 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?

Users of different equality groups will have extended access to our service, and so this is an advantage. Anyone within any of the groups, who is restricted from using our service during usual opening hours, will have increased opportunity to use the Library.

8. 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?

Our staff aim to foster good relations in the Library at all times between people in any protected group and those who are not, and also aim to tackle prejudice and/or promote understanding. These aims will continue to exist during the extended hours. Extended opening hours will help foster good relations as the University will be seen as responding to user needs as requested, In considering the potential disadvantage to certain staff and making adjustments for this the University will be shown to value the diversity of its staff.

9. 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?

Those who have different needs, such as disabled students, would have longer access to the facilities, and therefore the provision of all existing adjustments and adapted kit will continue to be available during the extended opening hours. Requests for book fetching from the shelves may be submitted 24x7 by disabled students who are assigned this adjustment by Student Disability Service (SDS). Book fetching by Helpdesk staff takes place within 5 working hours from 9am to 5pm Monday-Friday; fetching outwith this period may take longer. Disabled users may have a Personal Assistant who can assist with book fetching. IS continues to liaise with SDS and monitors user feedback, and if a request is received to review this service IS will do so.

10. 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 would be an expectation of higher use by any equality groups who need to use the service out with the current opening hours.

Staff with caring responsibilities, disabled staff or staff with other protected characteristics may be unable to work the extended hours. Additional evening and weekend staff are being recruited by IS Facilities and the posts are available to internal and external applicants. All overtime for IS staff is voluntary and staff unable to work additional out of hours shifts will be offered the chance to earn overtime by additional standard time shifts. Estates & Buildings staff are already contracted to

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

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

work the hours required. A third party contractor also provides staff and has private contractual arrangements.

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

We do not envisage any potential equality group being excluded as reasonable adjustments already in place for staff and students will continue over the extended working hours.

Staff with caring responsibilities, disabled staff or staff with other protected characteristics may be unable to work the extended hours. Additional evening and weekend staff are being recruited by IS Facilities and the posts are available to internal and external applicants. All overtime for IS staff is voluntary and staff unable to work additional out of hours shifts will be offered the chance to earn overtime by additional standard time shifts. Estates & Buildings staff are already contracted to work the hours required. A third party contractor also provides staff and has private contractual arrangements.

12. 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/practice does not create any barriers for any other groups. The new hours will be advertised on the University web site, which is accessible, and via a wide range of channels and formats. Information will be provided in alternative formats upon request.

13. 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, other students wishing to use the Library at these times. The policy will be reviewed and communicated back to Library Committee. All feedback from staff and students will be monitored for any issues relating to equality and diversity.

14. 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.

Staff will need to be made aware that reasonable adjustments for students continue during these extended opening hours and any reasonable adjustments for staff will also remain in place over the extended working hours.

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.

As detailed above, we view this change as having a positive impact on extending access to our service at the Main Library, for all users. The need to consider any potential negative impact on staff has been discussed above.

I Action and Monitoring

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

- Continue with the publicity campaign to advertise the extended opening hours.
- Staff to be made aware of the need to offer reasonable adjustments during extended opening hours.

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.

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

September/October 2014 by the USD Opening Hours Group

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)): **Barry Croucher, Head of Help Services**

Accepted by (name): **Bryan MacGregor, Director, 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: **12 June 2014**

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