



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 Noreen and Kenneth Murray Library in Freshers' week 2015.</p> <p>Update 2016: Review and update of EqIA</p>
<p>B. Reason for screening (delete as applicable):</p> <ul style="list-style-type: none"> Proposed change to an existing policy/practice <p>Update 2016: Review and update of EqIA</p>
<p>C. Person responsible for the policy area or practice:</p> <p>Name: Pam Clouston</p> <p>Job title: IS Helpdesk Manager (Sites)</p> <p>School/service/unit: User Services Division/Help Services</p> <p>Update 2016: Barry Croucher, Head of Help Services, IS User Services Division</p>
<p>D. Screening Analysis</p> <ol style="list-style-type: none"> Does the policy or practice affect primary or high level functions of the University? YES 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 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"> An EqIA is required. This will be carried out by Pam Clouston, IS Helpdesk Manager (Sites) Update 2016: Review carried out by Winnie Chambers, IS Help Services Team Manager
<p>F. Sign-off</p> <p>Screening undertaken by (name and job title): Pam Clouston IS Helpdesk Manager (Sites)</p> <p>Accepted by (name): Barry Croucher, Head of Help Services</p>

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

Date: 26.03.15

Update 2016: Reviewed by Winnie Chambers, 26 May 2016 and accepted by Barry Croucher, Head of Help 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?

[Current semester opening Hours at the Noreen and Kenneth Murray Library commence at the start of the official University session. The semester hours are Monday -Friday 08:30am-11:00pm; Saturday 9.00am - 7:00pm; Sundays 12 noon - 7.00pm. Vacation hours are Mon-Thursday 08:30am to 7:00pm; Friday 08:30am to 5:00pm; Sat/Sunday Closed.](#)

Our experience is that Freshers are arriving at University during the weekend before Freshers' week, and have high expectation of the availability of services. Our proposal, to meet this expectation, is to commence semester opening hours at the Noreen and Kenneth Murray Library, on the weekend before Freshers' week. This will start from Saturday 12 September 2015 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 56 hours. This EqIA 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: After a review of the usage statistics, the Noreen and Kenneth Murray Library shall not continue opening during this weekend. Instead, the Library shall revert to the previous pattern and will resume Semester hours in Week 1, beginning Monday 19 September 2016. Headcount reports showed that usage on the Saturday ranged from 1 at 9.30 am to 9 at 3.30 whereas the average semester numbers are 4 at 9.30 rising to 32 at 3.30. The Sunday figures showed a similar pattern, with 0 users at 1.30, rising to 10 at 4.30, while the average semester numbers are 19 at 1.30 and 31 at 4.30.

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 or at the weekend.

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.

The E&B manager at KB Campus has confirmed that servitorial staff working these shifts also will do so on a voluntary basis and that only those who wish to cover these hours will do so.

Update 2016: While the headcount figures show that usage of the library was very low during this period, no record was kept of any individual equality groups. Staffing was on a voluntary basis as stated above.

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 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.

There is a growing perception that students are arriving at University before the beginning of the Freshers' week, and that their expectation is that services will be available. In order to address this perceived need, consultation has been conducted with the Site and Services Supervisor at the Noreen and Kenneth Murray Library, with the CS&E Academic Support Librarians, and endorsed by Help Services senior management group and Director, a one year pilot has been agreed to explore latent demand. 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 Library at these extra times, in order to assess whether we repeat this exercise.

Update 2016: The pilot did not confirm the perceived need as headcount figures recorded very low usage during this period. It has been agreed that the exercise will not be repeated in 2016. We will continue to monitor feedback to see if there is any feedback related to any of the protected characteristics with record to the removal of this service, but given the small usage numbers we do not anticipate any issues as other study space is available elsewhere.

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 less favourable treatment or indirect discrimination for any equality groups was found and no member of staff was forced to work these extra hours.

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.

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.
6. **Update 2016: All reasonable adjustments available during core hours were available during this weekend and the extended opening hours were communicated by a variety of methods.**
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 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: No evidence was found of any disadvantage to any equality group.
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?
 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: No comments were recorded to support the need to continue with these extended hours.
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?
 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 adjustments and kit which might have been required by disabled users were available during these extended hours, as they are during core hours. No member of staff was forced to work these extra hours.
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)?
 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

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.

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 was found of uptake by any equality group as statistics on individual PCs are not collected. No member of staff was forced to work the additional hours.

11. 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. Given the extremely low usage figures we feel that not continuing with this pilot will not result in any disadvantage to any of the 9 protected characteristics or any form of prohibited conduct as other study space is available.

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 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: No requests have been made for this information in alternative formats or languages but the option remains to request alternative formats.

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, or EUSA. The policy will be reviewed and communicated back to the College of Science and Engineering. All feedback from staff and students will be monitored for any issues relating to equality and diversity.

Update 2016: Communication with the relevant groups is carried out on an ongoing basis.

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.

No

Update 2016: No

H. Equality Impact Assessment Outcome

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

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

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

I Action and Monitoring

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

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 Academic Support Librarians to the College of Science and Engineering. 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 2016: Communication was carried out as stated above. Users were made aware that the opening hours were a pilot and information on the website and in the library will indicate that this practice will not continue.

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 2016: Feedback and usage statistics will continue to be monitored.

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

At the next USD Opening Hours Group after the extended hours cease.

Update 2016: After a pilot introduction of additional hours during the weekend preceding Welcome Week in 2015, and after a review of the usage statistics, the Noreen and Kenneth Murray Library shall not continue opening during this weekend. Instead, the Library shall revert to the previous pattern and shall resume Semester hours in Week 1, beginning Monday 19 September 2016. This will next be reviewed when we next change opening hours or when we receive any information to suggest any positive or negative effect on 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**

J. Sign-off

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

Update 2016: Undertaken by Winnie Chambers, IS Help Services Team Manager

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

Update 2016: Barry Croucher, Head of Help Services

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

Date: 26.03.15

Update: May 2016

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