



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): University of Edinburgh Research Data Management Programme (RDM) is a comprehensive research data management & storage service led by Information Services</p>
<p>B. Reason for screening (delete as applicable):</p> <ul style="list-style-type: none">Proposed new policy/practice
<p>C. Person responsible for the policy area or practice:</p> <p>Name: Stuart Lewis</p> <p>Job title: Acting Director of Library & University Collections</p> <p>School/service/unit: Library & University Collection</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? YesIs 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)? YesIs the policy or practice one on which interested parties could reasonably expect the University to have carried out an EqIA? No <p>If the answer to any of these questions is 'Yes', an EqIA should be carried out on the proposed/revised policy or practice at an early stage and in any event before it is finalised.</p>
<p>E. Screening outcome</p> <p>Equality Impact Assessment required: Yes</p> <p>Record notes about the screening process or outcome here.</p> <ul style="list-style-type: none">If EqIA is required, note when/at what stage(s) and by whom EqIA will be carried out.If EqIA is not required, note plans for review, monitoring or other action (including the communication of any favourable equality impact). <p>EqIA of entire RDM Programme is required, covering both existing and planned services. Services are a combination of websites, online tools and services, together with awareness raising, training, and tailored support for both academics and support staff across the university. EqIA is being undertaken by Stuart Macdonald, Research Data Management Service Co-Ordinator in December 2014.</p>
<p>F. Sign-off</p> <p>Screening undertaken by (name(s) and job title(s)): Stuart MacDonald, Research Data Management Service Co-Ordinator</p> <p>Accepted by (name): [This will normally be the person responsible for the policy/practice named in C above. If not, specify job-title/role.]</p> <p>Date: December 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.

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? Research Data Management is regarded as one of the essential areas of responsible conduct of research and provides a framework that supports researchers and their data throughout the course of their research and beyond. The RDM programme at the University of Edinburgh encompasses range online systems and support services that facilitate access to, preserve and add value to research data throughout their lifecycle on behalf of local researchers.

The online services and infrastructure are in different stages of development, some are currently live and available to users while others are still in the design and implementation phase. This EqIA seeks to address all of the systems and services which constitute the RDM programme whatever their current stage of development.

The RDM programme can be split into two broad areas, online systems & services to be delivered over the web and offline services to be delivered directly to staff and research

students in the form of presentations, seminars, training courses, & tailored support, all of these may be supported by printed handbooks, guides, or leaflets. These two areas have the potential to impact on all the protected characteristics but are likely to have greatest impact on the protected characteristics of disability and race while the offline services may also impact on characteristics such as religion or belief, pregnancy & maternity, age, race and sex.

Each question within this EqIA will be addressed twice, once for online systems and services and once for offline services.

1. To which equality groups is the policy/practice relevant? Policies/practices applying to substantial groups of students or staff will be relevant to all equality groups, which should be noted. However, also indicate any equality groups for which the policy/practice is particularly relevant, and why.

The protected characteristics under the Equality Act are (delete any that are not relevant):

- Age
- Disability
- race (including ethnicity and nationality)
- religion or belief
- sex
- sexual orientation
- gender reassignment
- pregnancy and maternity
- marriage or civil partnership¹

The online systems are most likely to be of relevance to the protected characteristics of disability and race. It is particularly relevant to some disabled users who will require the systems to be accessible and meet current Web Content Accessibility Guidelines (WCAG) version 2 and may need the systems to be compatible with assistive technology. The services will only be available in the English language, However, as users of the services will be students or staff at the University of Edinburgh where English is the teaching and working language this should not create any disadvantage.

The offline services which comprise of various training sessions may potentially impact across several protected characteristics particularly disability, religion or belief, sex, and caring responsibilities. As the services will only available in the English language, non-English speakers will be excluded. However, as users of the services will be students or staff at the University of Edinburgh where English is the teaching and working language this should not create any disadvantage. The time and place of training will need to be careful chosen in order that a range of times and accessible locations are chosen, this is to ensure that users with specific religious observations or beliefs are not disadvantaged by the time or location as well as ensuring those who work flexible hours (perhaps due to caring responsibilities or a disability) are not excluded from the training. The venues will need to be accessible i.e. have wheelchair access and egress and hearing loops etc.

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).

2. What evidence is available about the needs of relevant equality groups? E.g. information/feedback from equality groups or other stakeholders, involvement or research with equality groups or individuals, equality monitoring data, service monitoring data, information for other similar policies/practices, staff surveys, research reports, demographic information, audit, inspection or management reports and recommendations.

Where are the gaps in evidence? If there is insufficient information to properly assess the policy, how will this be addressed? If information cannot be gathered now, consider building monitoring into the plans for implementation/review of the policy/practice. Note: the resources put into collecting evidence should be proportionate to the relevance of the policy/practice to equality..

Online services - Accessibility reports on the existing online services have been conducted by Viki Galt Information Services Disability Information Officer and her recommendations implemented wherever practicable. Viki Galt will conduct accessibility evaluations of all new systems to be implemented as forwarded to her by the project team.

All feedback on online services will be monitored to ensure any potential positive or negative impacts on any of the protected characteristics are identified and addressed.

Offline services – We have information on the accessibility of the various University buildings in the form of University Access reports which will ensure we are able to choose accessible locations. All feedback on services will be monitored to ensure any potential positive or negative impacts on any of the protected characteristics are identified and addressed.

A number of focus groups have been conducted with users to ensure the system is fit for purpose and meets user requirements

3. 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, by ensuring the online systems are accessible and that the training is provided on a variety of dates, times and on a bespoke basis if necessary we do not believe this project will result in any forms of prohibited conduct. The training and the online systems will only be provided in English but as all users of the systems will be staff and English is the main teaching language of the University we would not envisage this would cause any disadvantage.

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

Online services – Every effort will be made to ensure that all online services meet recognised accessibility standards such as WCAG version 2. and if a disabled staff member required assistive technology to use the system this would be bought for them by the University as per normal practice.

Offline services – When registering for events participants will be asked if they require any particular adjustments to accommodate their needs. All training and other sessions will be offered multiple times in a variety of locations to accommodate as far as possible the needs of staff who may work part time due to caring responsibilities or who have religious commitments. All venues for events will be as accessible as possible. Training may also be offered on a bespoke basis depending on individual circumstances in order to ensure that all users' needs are met. Hand-outs and other printed materials will all carry a statement stating how people can request the materials in an alternative format if required as well as participants being asked if they require this in advance. As the services will only available in

the English language, non-English speakers will be excluded. However, as users of the services will be students or staff at the University of Edinburgh where English is the teaching and working language this should not create any disadvantage.

5. 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?

Yes, we have made sure the systems online and offline are as accessible as possible and reasonable adjustments have been put in place to take account of disabled people's impairments. We believe we have met the needs of the different equality groups by considering how the online system operates and its associated training to ensure no disadvantage.

6. 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?

Yes - A more accessible system and clear information on the accessibility of the system will hopefully illustrate to all the seriousness with which Edinburgh University considers Equality and Diversity issues and especially in this case the protected characteristic of disability. In addition by ensuring that all different equality groups are considered in the process and in particularly with regard to training we hope to raise awareness of the need to consider these issues when arranging similar events.

7. 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?

Yes - A proportion of disabled users will require the system to be accessible (in terms of current WCAG version 2 guidelines) and to be compatible with assistive technology. As the main teaching language of the University is English the system will only be available in English, but as the system is available to staff only we do not envisage any expectation that the system would be available in any other system other than English.

8. 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

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

As the services will only available in the English language, non-English speakers will be excluded. However, as users of the services will be students or staff at the University of Edinburgh where English is the teaching and working language this should not create any disadvantage.

10. 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. We do not envisage this policy to create any barriers for any groups. The online system will be available 24 hours a day and staff have free 24 hour access to computers. The training will be available at times between 9am and 5pm between Monday and Friday. However, this system is only used by staff and even those working part time and those who are on flexible hours will most likely work at some point during the time period. If for any reason, someone was unable to attend during these times bespoke training would be offered.

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.

We will ensure that all communication regarding the upgrade will be available in alternative formats upon request.

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

Users of online services will be encouraged to give feedback to the owners of those services whenever they wish to do so. Participants in offline services will be asked to give feedback after each event so that we can continuously improve the delivery of both online and offline services. The IS Disability Information Officer will do a full assessment of all new online systems and training material where feasible to ensure they are as accessible as possible for disabled users.

12. 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

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.

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

We do not believe that this policy will have any negative impact on any of the protected characteristics and where we have identified any potential issues we have built in steps to counter this – such as testing systems for accessibility and arranging training at different times in a variety of locations,.

I Action and Monitoring

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

All development work will be undertaken with equality being considered as integral to that development process.

Accessibility evaluations of all online systems will be undertaken by the Disability Information Officer.

Staff will be made aware of reasonable adjustments and how to implement them.

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

Feedback on both online and offline services will be collected from users on a continuous basis and any identified issues addressed as soon as practicable and the EqIA updated

accordingly.

3. When will the policy/practice next be reviewed?
December 2015

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.

J. Sign-off

EqIA undertaken by (name(s) and job title(s)): Stuart Macdonald, Research Data Management Service Coordinator

Accepted by (name): Stuart Lewis, Acting Director of Library and University Collections
[This will normally be the person responsible for the policy/practice named in C above. If not, specify job-title/role.]

Date: 5/12/14

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