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.

A. Policy or Practice (name or brief description):   **Practice – development of an Application for the Apple iPad that allows the public to virtually experience the current Anatomy Museum: its spaces and its objects**.
B. Reason for screening (delete as applicable):   • **Proposed new policy/practice**
C. Person responsible for the policy area or practice: Name: **Gordon Findlater**   Job title: **Professor of Translational Anatomy**   School/service/unit: **School of Biomedical Sciences**
D. Screening Analysis   1. Does the policy or practice affect primary or high level functions of the University? **No**   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**   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.
E. Screening outcome   Equality Impact Assessment required: **Yes**   Record notes about the screening process or outcome here.   **The EqIA will be carried out in advance of releasing the application via the Apple iStore.**
F. Sign-off   Screening undertaken by (name(s) and job title(s)):   **Maurice Franceschi**   **Project Manager, IS Applications**   Accepted by : **Prof. Gordon Findlater**   Date: **29/10/2015**

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?

The application is aimed not only at staff and students, but at the public. It will allow someone to see how the Anatomy museum looked, what objects it contained, and give insights into its history and development over the years. This is all in advance of the museum moving to new premises.

The new system that has been commissioned will be available as an 'App' from the Apple Store, and uses Wi-Fi or 3G.

The main concern is the impact of this change in practice on disabled users as a protected characteristic. So the system needs to be accessible to disabled users and compatible with the inbuilt accessibility features of the ipad.
The application is being developed for use by the latest version of Apple's tablet, the iPad 3. It will be usable with some limited degradation for earlier versions of the

iPad.

In future, an Andriod version may be developed for use on other popular tablets.

Much of the information conveyed in the app will be available in other mediums and documents at the new museum if for any reason a user is unable to access the app.

The application will also only be in English but English is the Main teaching language of the University.

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[1]

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 protected characteristics most likely to be affected are disability and race. In addition, as the application is only available via an ipad there is the potential to effect those on low incomes who may not have access to an ipad to experience disadvantage. The EqIA explains how we have addressed this issue to ensure no less favourable treatment

Disability – The app will need to be accessible and compatible with the inbuilt accessibility features of the Ipad. Reasonable adjustments for those unable to access the app will need to be put in place. The museum currently is not hugely accessible and it is hoped the new museum will address these issues, however the app offers individuals unable to access the sites in person the change to see and view the exhibits which is a potentially positive impact.

Race - The application's interface is in English, the main teaching language of the University. Much of the content of the application is also visual rather than text based.

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[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.

Much of the information conveyed in the app will be available in other mediums and documents at the new museum if for any reason a user is unable to access the app. The entry to the museum is free an available to all.

Any potential positive or negative impacts on users will be monitored via feedback.

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.

   The Information Services Disability Officer will be involved in the assessment of the Application to ensure the application is as accessible as possible in line with Web Content Accessibility Guidelines and is compatible with the inbuilt accessibility featured of the ipad. Assistive technology already exists within the iPad 3's operating system, so the application is no different from other application released via Apple Store in that regard.

   We will monitor all feedback for all comments that may relate to any of the 9 protected characteristics and act on these accordingly.

   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.

   At this stage we feel we have sufficient information to proceed.

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 do not envisage that the system will lead to any form of prohibited conduct. The system will be tested for compatibility with assistive technology and other accessibility criteria and guides for users will be produced advising them of any special actions they will need to take to use the system. The system is only available in English but as English is the Main teaching language of the University and much of the information on the app is visual so we do not believe this will cause a disadvantage.

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

   If for any reason a user is unable to access or use the app, then the museum is free to all users and the exhibits showcased in the app can be viewed there. All communication produced by the University regarding the application will be available in alternative formats upon request.

6. Does the policy/practice contribute to advancing equality of opportunity[2]? Will it help to:

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

- remove or minimise disadvantage
- meet the needs of different equality groups
- encourage increased participation of particular groups
- take account of disabled people's impairments?

We recognise that the current museum faces several accessibility issues and although it is hoped that the new museum will resolve many of these issues the application allows users unable to visit the museum to access the exhibits. This also benefits users out with the geographical area who may be unable to visit in person due to the distances involved and allows users from across the world to view the exhibits which is hoped will increase participation and remove disadvantage.

The iPad3 tablets have inbuilt Accessibility features. The IS Disability Information Officer will test the application for accessibility and compatibility with these inbuilt accessibility features. In addition, we also presume the Application will be checked by Apple to ensure it does not diminish or compromise the Accessibility options of the iPad3.

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[3]? Will it help to tackle prejudice and/or promote understanding?

   It is hoped that by showing we recognise the needs of different protected characteristics in the development and need for alternative formats in this application that we demonstrate the Universities commitment to Equality and Diversity.

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?

   We recognise as described above that disabled users will need the app to be accessible and compatible with the inbuilt accessible features of the ipad3. As much of the application is visual we do not feel that the fact it is in English will cause disadvantage. Much of the information conveyed in the app will be available in other mediums and documents at the new museum if for any reason a user is unable to access the app.

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 evidence of this.

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

    No. If for any reason a user was unable to access the app they would be able to visit the museum for free and see most of the exhibits.

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?

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

There may be some users who do not have access to ipads but they will be able to see much of the apps content in person for free at the museum.
All communication by the University regarding the app will be available in alternative formats upon request.

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

   The Information Services Disability Officer will review the accessibility of the system for disabled users any time there is an upgrade. In addition, all feedback will be monitored to discover whether there is any positive or negative impact on any 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

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.
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State the reason for this decision, if not already clear from section G.

As per the answers above.

I Action and Monitoring

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

   Publish advice for disabled users on the PRS section of our web pages. Provide materials in alternative formats on request.

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

The Educational Design and Engagement team and Information Services Helpline will monitor all feedback on the system from users on an on-going basis to identify any positive or negative impacts on any of the nine protected characteristics.

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

    When next upgraded or with any major changes to the current version.

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)): **Maurice Franceschi**
Project Manager, IS Applications

Accepted by : **Prof. Gordon Findlater**
Date: **29/10/2015**

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