



Equality Impact Assessment Template

Before carrying out EqIA, you should familiarise yourself with the University's EqIA Policy Statement and Guidance and Checklist Notes, 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 covers policies, provisions, criteria, functions, practices and activities, including decisions and the delivery of services, but will be referred to as 'policy/practice' hereinafter.

A. Policy/Practice (name or brief description):

UEBS Room Allocation Policy

Historically the allocation of single offices within the Business School was based on the grade of the individual academic. This was originally UE08 and above, however as the staff population of the School grew this tended to be more senior academics or those who had the longest tenure. The changes to the policy aim to allocate single offices on the bases of the type of role an individual is doing e.g. Programme Director, rather than a grade or tenure based system.

B. Reason for Equality Impact Assessment (Mark **yes against the applicable reason):**

- Proposed new policy/practice
- Proposed change to an existing policy/practice **YES**
- Undertaking a review of an existing policy/practice
- Other (please state):

C. Person responsible for the policy area or practice:

Name: **Wendy Loretto/Will Chicken**

Job title: **Dean/DoPS**

School/service/unit: **UEBS**

D. An Impact Assessment should be carried out if any of the following apply to the policy/practice, if it:

- affects primary or high level functions of the University
- is relevant to the promotion of equality (in terms of the Public Sector Equality Duty 'needs' as set out in the Policy and Guidance)?
- It is one which interested parties could reasonably expect the University to have carried out an EqIA?

E. Equality Groups

To which equality groups is the policy/practice relevant and why? (add notes against the following applicable equality group/s)

- **Age:** Previous iterations of this policy could have been deemed to have disproportionately impacted on older staff members, due to the use of a system of allocation based on grade. We know that typically higher grade staff have a higher age profile and therefore some form of indirect impact could have taken place. The new policy seeks to improve on this by allocating dedicated single offices on the basis of the role being carried out and the need for a single office. For example a Programme Director carries the entitlement for a dedicated single office due to the need to meet high volumes of students and staff members, often with confidential matters needing to be discussed. The only situation where length of service comes into play in the new policy is where a hybrid shared office is offered up to someone. Whilst this could have a direct impact on age, the cut off is currently so low (4 years) that this is not expected to have any significant impact on age being a determining factor of room allocation. We will however keep this under continual review.
- **Disability:** Whilst this policy should not have any direct or indirect impact on colleagues who have a disability, we remain flexible to allocate single offices to colleagues where this is a requirement. This would be following an Occupational Health referral. We can also be flexible on where these offices are located e.g. ground floor.
- race (including ethnicity and nationality)
- religion or belief: There may be certain circumstances where someone's religious beliefs require private space e.g. to carry out prayers. Whilst we do not believe a single office to be the solution to this, we can mitigate any impact through the allocation of dedicated prayer space should an individual require it, through consultation with the School's Estates & Facilities Manager.
- sex
- sexual orientation
- gender reassignment
- pregnancy and maternity: There may occasionally be the requirement for mothers who are breastfeeding to have a private space to express milk. We are in discussions about having a dedicated first aid and nursing room which would be the best solution, however in circumstances where private space is required a single office could be provided on a temporary basis to allow for this.
- marriage or civil partnership¹

Add notes against the following applicable statements:

- On any available information about the needs of relevant equality groups:
- Any gaps in evidence/insufficient information to properly assess the policy, and how this be will be addressed:
- If application of this policy/practice leads to discrimination (direct or indirect), harassment, victimisation, less favourable treatment for particular equality groups: **We absolutely do not expect this to be the case, however should any evidence come to light we will review immediately**
- If the policy/practice contributes to advancing equality of opportunity²
The policy allows for a broader spread of access to single academic offices and this is based on the needs of the role, rather than a policy based on grade

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.

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

- If there is an opportunity in applying this policy/practice to foster good relations: [There is an opportunity in applying this policy to ensure we are treating all staff consistently and fairly throughout the school based on the needs of the individual](#)
- If the policy/practice create any barriers for any other groups?
- How the communication of the policy/practice is made accessible to all groups, if relevant? [The policy is published on the Facilities section of the School Sharepoint site and available for all to access](#)
- How equality groups or communities are involved in the development, review and/or monitoring of the policy or practice?
- Any potential or actual impact of applying the policy or practice, with regard to the need to eliminate discrimination, advance equality and promote good relations:

F. Equality Impact Assessment Outcome

Select one of the four options below to indicate how the development/review of the policy/practice will be progressed and state the rationale for the decision

Option 1: No change required – the assessment is that the policy/practice is/will be robust.

Option 2: Adjust the policy or practice – this involves taking steps to remove any barriers, to better advance equality and/or to foster good relations.

Option 3: Continue the policy or practice despite the potential for adverse impact, and which can be mitigated/or justified

Option 4: Stop the policy or practice as there are adverse effects cannot be prevented/mitigated/or justified.

G. Action and Monitoring

1. Specify the actions required for implementing findings of this EqIA and how the policy or practice will be monitored in relation to its equality impact (or note where this is specified above). [The policy and EqIA will be reviewed every 3 years to ensure it does not have a negative impact on equality and is still delivering the required business benefit](#)
2. When will the policy/practice next be reviewed? [Feb 2025](#)

H. Publication of EqIA

Can this EqIA be published in full, now? **Yes/No**

If No – please specify when it may be published or indicate restrictions that apply:

I. Sign-off

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

Steven Roberts, Estates and Facilities Manager
Will Chicken, Director of Professional Services

Accepted by (name): Will Chicken

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

Date: 15/02/22

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