



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.

<p>A. Policy/Practice (name or brief description):</p> <p>Practice for Student, Staff and Visitor* Personal Emergency Evacuation Plans (PEEP). *Visitors, for the purposes of PEEPs, are defined in the Guidance on Personal Emergency Evacuation Plans document which can be accessed at: https://www.docs.csg.ed.ac.uk/Safety/fire/guidance/PEEP_Guidance.PDF</p>
<p>B. Reason for Equality Impact Assessment (Mark yes against the applicable reason):</p> <ul style="list-style-type: none">• Proposed new policy/practice• Proposed change to an existing policy/practice Yes• Undertaking a review of an existing policy/practice• Other (please state):
<p>C. Person responsible for the policy area or practice:</p> <p>Name: Candice Schmid</p> <p>Job title: Occupational Hygiene and Projects Manager</p> <p>School/service/unit: Health & Safety Department</p>
<p>D. An Impact Assessment should be carried out if any if the following apply to the policy/practice, if it:</p> <ul style="list-style-type: none">• affects primary or high level functions of the University No• is relevant to the promotion of equality (in terms of the Public Sector Equality Duty 'needs' as set out in the Policy and Guidance)? Yes• It is one which interested parties could reasonably expect the University to have carried out an EqIA? Yes
<p>E. Equality Groups</p> <p>To which equality groups is the policy/practice relevant and why? (add notes against the following applicable equality group/s) - Health and safety requirements are applicable to all staff and students at the University and therefore may apply to all of the groups listed below.</p> <ul style="list-style-type: none">• Age – older individuals may be more likely to require a PEEP, for example due to mobility issues• Disability – PEEPs are required for those who may need assistance or special arrangements during an emergency evacuation, this can include individuals with mobility and/or sensory disabilities, neurodiversity variations, as well as other medical conditions

- race (including ethnicity and nationality)
- religion or belief
- sex
- sexual orientation
- gender reassignment
- pregnancy and maternity – **temporary PEEPs may be required by women in the later stages of pregnancy**
- marriage or civil partnership¹

Add notes against the following applicable statements:

- On any available information about the needs of relevant equality groups:

Information on requirements was gathered via discussions as part of the Building Management and PEEPS Senior Management Group, staff consultations and stakeholder workshops.

Stakeholders consulted include: the Disability and Learning Support Service, Disability Information Officer for IS, Schools, Fire Safety Unit, Estates and ACE. Information gathered from stakeholder experiences and observations, confirmed the need for a more streamlined process to ensure all those requiring a PEEP are identified at the earliest opportunity and for PEEPs to be created in a timely manner.

- Any gaps in evidence/insufficient information to properly assess the policy, and how this be will be addressed:

Following workshops and consultations with key stakeholders, it is felt there is sufficient information to properly assess the current practice.

- If application of this policy/practice leads to discrimination (direct or indirect), harassment, victimisation, less favourable treatment for particular equality groups:

The aim of the practice is to reduce the potential for direct/indirect discrimination and to help improve the student, staff and visitor experience of those who may require assistance during an evacuation.

- If the policy/practice contributes to advancing equality of opportunity²

The practice aims to ensure that all students, staff and visitors have safe access and egress from University buildings.

- If there is an opportunity in applying this policy/practice to foster good relations:

Through working more closely with Schools, Disability and Learning Support Service, and other relevant parties, there is an opportunity to strengthen relationships between departments. Applying this practice will help demonstrate the importance the University places on this issue and its commitment to improving student, staff and visitor experience for all. Additionally, it will highlight to event organisers the need to consider

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

assisted evacuation when organising events for the University community and visitors.

- If the policy/practice create any barriers for any other groups?

None over and above any restrictions which may be related to health and safety restrictions, which are covered by the University Health and Safety Policy.

- How the communication of the policy/practice is made accessible to all groups, if relevant?

Applicants/new students will be made are of the policy/practice via email communications/web page information by Disability and Learning Support Service and Admissions.

The Induction Checklist for New Employees and Managers (available from the HR webpages) includes a prompt for considering whether a PEEP is required for new staff.

Communication will also be made accessible through the Health & Safety website, which will contain guidance for all staff and students to access and will be available in alternative formats on request. Emails, TEAMS messages and BLOGS may also be used to disseminate information.

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

Workshops and consultations with stakeholders.

- 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:

This practice is applicable to all staff and students under the Health and Safety Policy, and any impact will be managed under that.

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.
Yes

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

N/A

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

12 months from publication

H. Publication of EqlA

Can this EqlA be published in full, now? **Yes**

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

I. Sign-off

EqlA undertaken by (name(s) and job title(s)): Angharad Jenkins, Health and Safety Projects Assistant

Accepted by (name): Candice Schmid, Occupational Hygiene and Projects Manager

Date: 26/10/2022

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