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.

A. Policy or Practice (name or brief description): **Library access for users with children**
B. Reason for screening (delete as applicable):   • **Proposed change to an existing policy/practice**   **Update 2018: Update to existing EqIA**
C. Person responsible for the policy area or practice: Name: **Barry Croucher**   Job title: **Head of Help Services**   School/service/unit: **IS user Services**   **Update 2018 - as above**
D. Screening Analysis   1. Does the policy or practice affect primary or high level functions of the University? **Yes**   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.   • 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).   The EqIA will be updated as the policy is implemented and becomes embedded. It will be reviewed on an annual basis.
F. Sign-off   Screening undertaken by (name(s) and job title(s)): **Paul Gorman, Deputy Head of Help Services**   Accepted by (name): **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: **21st September 2016**

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?

   This policy is intended to facilitate access to the Main University Library for users accompanied by children. There were concerns that the previous child access policy excluded several groups of library users from attending whilst accompanied by children as it only allowed for access to University students and staff accompanied by children. There was also a concern that the previous policy of restricting the length of visit for users accompanied by children to 30 minutes excluded these users from attending appointments with University staff based in the Main Library e.g. Student Counselling, Careers Service, Student Disability Support, Centre for Research Collections.
   The policy put in place as of 11th August 2016 seeks to address these issues. The revised policy does not restrict access to University Students and Staff

accompanied by children. Rather, it allows for access to University Students, Staff and visitors to the Main Library.

Although the revised policy still normally allows users accompanied by children under the age of 16 (for the purposes of making an enquiry, borrowing/dropping off a book, or for a pre-arranged appointment), normally a maximum stay of 30 minutes, the revised policy also allows users accompanied by children with pre-arranged appointments with University staff based in the Library to visit for in excess of 30 minutes. Users has also been extended to cover any visitors to the library not just staff and students.

Update 2018: the policy remains as stated above but is subject to review in 2018/19 due to the findings of a Thematic Review. The EqIA will be updated as any changes are discussed, planned and implemented as a result of this review.

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 equality groups as will apply to anyone wishing to access the library whilst accompanied by children under the age of 16. Although clearly is likely to have most impact on the protected characteristic of pregnancy and maternity as it is increasing access for those with children. This should have a positive effect.

   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).

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.

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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.

There is no evidence that non students and staff of the University have been excluded due to the previous policy and no complaints have been received on this matter but as the University seeks to expand its user community the likelihood of this impacting on users will increase. This change to policy in allowing access to visitors has been made in recognition of the large numbers of visitors to the Main Library who are neither students or staff of the University. The previous policy may have impacted negatively on other types of library visitor by disallowing them from being able to access the main library and the services based there.

There is no evidence that users accompanied by children under the age of 16 have not been able to remain in the library for longer than 30 minutes when arriving for a pre-arranged appointment with a member of staff based in the main library building. However, Library staff have previously had to make ad hoc exceptions to allow users accompanied by children to access the library for periods over 30 minutes in order to do this. The change in policy now formalises this process.

We have consulted with the Disability Information Officer about this change. We have also consulted with EUSA, Student Disability Service and the University Crèche to see if they had any potential input and comments on this policy.

Update 2018: The University carried out a Thematic Review 2017-18 of Mature Students and Student Parents and Carers, February to September 2018. The review panel conducted 3 focus groups with 7 students and comments made about the Library policy were included in the Final Report published 02 October 2018 such that: 3.5.1 "In particular, students with children identified the Policy for Child Access to the Main Library as an unwelcoming and inequitable barrier." The report continues "Students raised questions why an additional policy for children is required as opposed to simply requiring students with children to adhere to the same standard of non-disruptive behaviour as all other library users."

https://www.ed.ac.uk/files/atoms/files/thematicreview-maturestudentsparentscarers-final.pdf accessed 02/10/18

As a result of this feedback, and at the instigation of Library Committee, the policy is to be reviewed in 2018/19. The EqIA will be updated as any changes are discussed, planned and implemented as a result of this review. A short life library working group will be established with invitations to participate to include the Main Library Building Manager, Students' Association Vice President Welfare. A first step will be to contact the Student Survey Coordinator in Student Systems and resident expert in student consultations across the University.

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.

Prior to the new policy being enacted, no records were kept on number of accesses to the Main Library made by users accompanied by children. As of the new policy being enacted, records are now kept of this. Records are also kept of the user group that the visitor belongs to (e.g. staff, student, visitor). These will be monitored in case the highlight any issues

Update 2018: 302 child accesses have been made to the Main Library in 2017/18, a 50%

increase from 2016/17. Breakdown of user group that have attended with children is: Staff: 70; Student: 128; Official Visitor: 45; External user (yellow card library member): 31; unknown: 28.
There have been no feedback, comments or complaints about the policy made directly by these users. However, the feedback from student parents in the focus groups conducted by the Thematic Review noted above is relevant. We plan to conduct a full review of the policy in 2018/19 to ensure we have addressed these issues. This EqIA will be updated alongside the review.

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?

The policy seeks to strike a balance between allowing access to the Main Library for users accompanied by children under the age of 16 whilst also preserving an environment conducive to academic study and research by allowing those accompanied by children to access the library for long enough to make an enquiry or borrow/drop of books. It also seeks to ensure that users arriving for pre-arranged appointments with University staff based in the Main Library are not prevented from doing so if accompanied by children under the age of 16. However, users accompanied by children under the age of 16 will not be permitted to visit the library for an extended period (to study, for example). We believe this a proportionate means of achieving the legitimate aim of maintaining a suitable academic environment and therefore should result in no form of prohibited conduct. The change to this policy increases access for those with children so should have a positive effect, We will continue to monitor all feedback in case of any evidence that this is having a positive or negative effect on any of the 9 protected characteristics.

Update 2018: The feedback from the focus groups conducted by the Thematic Review noted above shows there is a feeling of inequality among student parents. We plan to conduct a full review of the policy in 2018/19 to ensure we have addressed these issues. This EqIA will be updated alongside the review.

5. Are reasonable adjustments built in where they may be needed?
In terms of reasonable adjustments:
   - **If a disabled user is unable to read the documentation or sign we will assist the user to complete the form needed to gain access, provide the form in alternative formats on request and allow for another individual to sign for the disabled user on their behalf if required.**
   - **We have baby changing facilities in the Main Library.**

Update 2018: there have been no requests for reasonable adjustments.

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

The policy will ensure all library users (staff, students and visitors) will be able to access the main library whilst accompanied by children under the age of 16 for the purposes of making a enquiry, borrowing dropping off books, or for a pre-arranged

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

appointment normally requiring a maximum stay of 30 minutes.
The policy will ensure all library users with pre-arranged appointments with members of University staff based in the Main Library may visit in excess of 30 minutes whilst accompanied by children under the age of 16 if required.
This should make it easier for those with child caring responsibilities to access and use the library and therefore remove any potential disadvantage and take steps towards better meeting the needs of these users.

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 the widening of access to those with children to gain entry to the Main Library will show the Universities commitment to Equality And Diversity and should help demonstrate to others the need to ensure our services are as accessible as possible to all protected characteristics.

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?

    Users with children may have expectations of being allowed access to the Library with children. We have received a comment from a user who wanted to bring her child into the library for an extended period so that she could study but our policy does not permit this as we need to ensure that students, staff and visitors to the Main Library are able to study in a quiet environment without disturbance. We will continue to monitor all feedback and comments.

Update 2018: there have been no further feedback or comments made to the library on this policy or by users with regards to children being in the library. However, feedback from the focus groups conducted by the Thematic Review noted above shows there is a feeling of inequality among student parents. We plan to conduct a full review of the policy in 2018/19 to ensure we have addressed these issues. This EqIA will be updated alongside the review.

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)?

We would obviously expect users with children (the protected characteristic of Maternity and Pregnancy to make greater use of this policy.

Update 2018: Comparison of statistics recording the number of child accesses to the library under the terms of the policy was 201 in 2016-17 and 302 in 2017-18 indicating a 50% increase year on year. Statistics are updated monthly allowing monitoring and further analysis during 2018-19.

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

 No all equality groups will have access to the service.

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.

The new policy does not create barriers for any other groups. The new policy is applied by guidance being given to University staff on Reception on how to deal with circumstances of unannounced, unexpected arrivals and on the implementation of the revised policy. The change to the policy is advertised on the University web pages and the information and the form to complete regarding access with a child is available in alternative formats upon request.

Update: there have been no reported issues on the guidance available. However, feedback from the focus groups conducted by the Thematic Review noted above shows there is a feeling of inequality among student parents. We plan to conduct a full review of the policy in 2018/19 to ensure we have addressed these issues. This EqIA will be updated alongside the review.

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

The policy will be monitored and reviewed and equality groups consulted when any specific issues arise. All feedback will be monitored and acted on accordingly.

Update 2018: there has been no further feedback or comments made to the library on this policy or by users with regards to children being in the library. However, feedback from the focus group conducted by the Thematic Review noted above shows there is a feeling of inequality among student parents. We plan to conduct a full review of the policy in 2018/19 to ensure we have addressed these issues. This EqIA will be updated alongside the review.

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.
For the reasons stated above.
Update 2018 – Option 2 for the reasons stated above, as we are in the process of reviewing the policy based on feedback from users.

I Action and Monitoring

1. Specify the actions required to implement the findings of this EqIA.
   -Keep on record the number of visits made by users accompanied by children under the age of 16 and record the user groups they belong to.
   - Ensure reception staff have the guidance and information they need to implement the policy

- monitor all feedback

Update 2018: We will continue to keep records of visits, monitor feedback, record any requests for reasonable adjustments and ensure reception and other staff have the guidance they need to implement this policy without disadvantage. We plan to conduct a full review of the policy in 2018/19 to ensure we have addressed any issues. This EqIA will be updated alongside the review.

2. /State how the policy or practice will be monitored in relation to its equality impact (or note where this is specified above).
   The policy will be monitored on an on-going basis with particular attention being paid to cases where admission was refused. Representatives from particular equality groups will be asked for their feedback if we are aware of any potential issue in that area and all feedback will be monitored for any positive or negative effects on any of the 9 protected characteristics

   Update 2018: We will continue to monitor the policy and all feedback as stated above. We plan to conduct a full review of the policy in 2018/19 to ensure we have addressed any issues. This EqIA will be updated alongside the review.

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

   In October 2017

Update 2018- 2018/2019 when the policy is reviewed.

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)): **Paul Gorman, Deputy Head of Help Services**

Accepted by (name): **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 **21/09/16**
Update October 2018 – as above

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