Equality Impact Assessment Template

If you require this template in an alternative format, such as large print or a coloured background please contact HRHelpline@ed.ac.uk.

You'll find it useful, before filling in this assessment template, to complete the online course:
Introducing Equality Impact Assessment

This template is designed to be used alongside the:
EqIA Guidance and Checklist
EqIA Policy Statement

EqIA covers policies, functions, practices and activities, including decisions and the delivery of services, but will be referred to as 'policy/practice' hereinafter.

A. Key Information	
Policy/practice name:	School of Informatics Health and Safety policy
General background/aims of policy/practice:	Updates to and review of existing policy
School/Dept:	Informatics
Assessed by: (name & job title)	Eilidh Guild, H&S Manager
Sign off by: (name & job title)	Joy Candlish, Director of Professional Services, School of Informatics
Sign off date:	16 October 2024
Review date:	October 2027

B. Reason for EqIA	(check one)
New policy/ practice is proposed	☐
Change to existing policy/practice is proposed	☒
Other (describe in Section D below)	☐

C. Who will most impacted by this proposal?
Consider carefully how your proposal will impact both positively and negatively on people from different groups.

Consider the 9 protected characteristics as below in your proposal. There may be other identity characteristics that you wish to also include in your impact assessment. It is expected that you will consider all equality groups for impact. Please indicate below (with a tick) which groups you feel will be most affected by your proposal.

Age	☐	Race (including ethnicity and nationality)	☐	Marriage and civil partnership[1]	☐
Disability	☐	Religion or belief (including no religion or belief)	☐	Sex	☐
Gender reassignment	☐	Pregnancy and maternity	☐	Sexual orientation	☐
Other characteristics	☐				

D. Consideration of Impact
Show your considerations of how all of the above protected characteristics may be impacted. The following prompts will help you to reflect:

- What information and evidence do I have about the needs of relevant equality groups – is this sufficient to fully assess impact?

- Could this policy/practice lead to discrimination (direct or indirect), harassment, victimisation, or create barriers or less favourable treatment for particular groups and how can you mitigate any negative impacts?

- Does this policy/practice contribute to advancing equality of opportunity and fostering good relations?

- How can communication of the policy/practice be made accessible to all relevant groups?

This policy is an update to and extension of the existing Informatics H&S policy. None of the contents are deemed to have negative impacts on persons with protected characteristics.

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[1] Note: only the duty to eliminate discrimination applied to marriage and civil partnership. There is no need to have regard to advancing equality or opportunity or fostering good relations in this respect.

1. Emergency arrangements
Potential negative impact on those with disability who may not be able to evacuate speedily. However, arrangements are in place (PEEPs) to counteract that.

1.1.3   Training
Online training disadvantages those with vision impairments and may be difficult for neurodivergent people. Mitigation includes providing training in alternative formats on request.

1.1.6 Batteries
Users of battery powered mobility aids may be at a disadvantage due to UoE policy on lithium batteries. Mitigation is that individuals should discuss their needs with the UoE Fire Safety Unit for specific guidance.

3.2 Alcohol and Drugs
Impairment caused by substance addiction may be classed as disability. This policy is not deemed to have a negative impact however, as is not impacting on those issues. In addition, support for substance addiction is available through UoE wellbeing services.

3.6 Children
Follows UoE policy regarding children being permitted on site for occasional, short periods of time only. May be seen as negative impact for staff and student who have children and no childcare arrangements, however no impact identified that relates to a protected characteristic.

3.10 Headphones/earphones
Potential impact on neurodivergent people who use headphones for noise reduction; policy allows for this so no impact noted.

3.13 Late and lone working
Prevents access to buildings overnight. May be seen as negative impact for those whose preference is to work overnight or whose home circumstances make work there difficult, however no impact identified that relates to a protected characteristic. In addition, working is permitted at any time, just not on site.

4.5 Headphones/earphones
Not permitted in labs due to safety need for awareness of surroundings, and particularly warning sounds. Potential negative impact on neurodivergent people who use headphones for noise reduction purposes. Mitigation is that a risk assessment would be carried out on request for such individuals to identify compromises.

E. 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.	(check one)

Outcome 1: No change required – the assessment is that the policy/practice is/will be robust.	☒
Outcome 2: Adjust the policy or practice – this involves taking steps to remove any barriers, to better advance equality and/or to foster good relations.	☐
Outcome 3: Continue the policy or practice despite the potential for adverse impact, and which can be justified.	☐
Outcome 4: Stop the policy or practice as there are adverse effects which cannot be prevented/mitigated/or justified.	☐

F. Action and Monitoring
Describe any actions you will take to address the findings of this EqIA.

- How can I involve equality groups or communities in the ongoing monitoring, review and potential future development, of this policy/practice?

Describe how the policy/practice will be monitored going forward, to ensure that impact is frequently reviewed. Make sure you add a review date in Section A above.

Policy changes and updates are reviewed by a committee representing different areas of the School population. EQIA will be carried out along with formal reviews of policy which will take place every three years.

G. Publish

Send your completed EqIA to the HR EDI team (equalitydiversity@ed.ac.uk) to published, and keep a copy for your own records.