



## 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](http://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):**

**Digital resources for St Cecilia's Hall Music Museum – Website Suite and application.**

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

- Proposed new policy/practice **YES**
- 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: **Norman Rodger**

Job title: **Projects and Digitisation Manager**

School/service/unit: **Library & University Collections, Information Services**

**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 **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**

**E. Equality Groups**

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

- Age
- Disability
- race (including ethnicity and nationality)
- religion or belief
- sex

- sexual orientation
- gender reassignment
- pregnancy and maternity
- marriage or civil partnership<sup>1</sup>

All groups are potentially impacted by the Digital Interpretation plan as it will allow free access to digital content to anyone with access to the appropriate technology. However we feel that the protected characteristics of disability and race are the most likely to be impacted. The websites and application must be accessible to disabled users in line with the Web Content Accessibility Guidelines Version 2 AA standards <https://www.w3.org/TR/WCAG20/> and compatible with assistive technology. In terms of race the websites and applications will only be posted in English but users could use inbuilt browser tools to translate them. There is also the potential for a positive impact on disability, race, pregnancy and maternity and those with caring responsibilities as it will allow people who are not able to visit St Cecilia's Hall to study collections in person to view and download digital images from our website and virtually explore the museum through the downloadable app.

Digital Interpretation for St Cecilia's Hall Music Museum aims to provide the widest possible audience, both within the museum and online, with access to information and resources to compliment the interpretative material in the museum and, in so doing, facilitate a greater understanding of and interest in the collections on display. The approach that has been taken is to offer layers of information, presented through different means, to suit the needs of the casual visitor through to an academic researcher. To achieve this the St Cecilia's team has developed a brochure style website which is intended primarily as the initial source of general information about the museum, i.e. location, opening hours, what's on, etc. This website – [www.stcecilias.ed.ac.uk](http://www.stcecilias.ed.ac.uk) – has been developed using a WordPress template. This is in turn underpinned by two websites developed in-house, the function of which are to i) provide more detail on the instruments on display in the museum and ii) all of the instruments in the collection, including those in storage. The level of information on first of these is intended to provide more detailed interpretation than is offered in the museum while the second of these two layers is more detailed again and is targeted at the academic or specialist user.

These websites are further complimented by an app that has been developed for use within the museum as the primary interpretation tool for visitors. For museum visitors who are unable to use the app, e.g. due to visual impairment or physical ability, staff or trained volunteers will offer a personalised tour.

Add notes against the following applicable statements:

- On any available information about the needs of relevant equality groups:  
The Information Services Disability Information officer has tested all the websites and application for accessibility in accordance with the Web Content Accessibility Guidelines version 2, including checking the systems for compatibility with assistive technology and any areas for improvement have been noted and are being dealt with accordingly. Currently the systems used by the University of Edinburgh gather very little information about the people who are using our digitised content. We therefore do not have an in-depth understanding of which equality groups may be using these resources. In recognition of this, we are undertaking a review of our systems and information gathering so that future developments are informed by a greater understanding of our online users and their needs.

---

<sup>1</sup> 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.

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

**At this stage we feel we have sufficient evidence to proceed.**

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

**We do not believe that these new resources will lead to any form of prohibited conduct. All appropriate measures will be taken to ensure that digital content is as accessible as possible, in line with agreed best practice, including the following of accessibility standards in tagging images, adding screen readable text to accompany audio descriptions, the provision of low-resolution images for those unable to download high-res versions, i.e. where access is limited due to technological limitations such as bandwidth. For any users who are able to access physical collection items but not online versions and for whom we are unable to resolve this issue reasonable adjustments will be put in place and physical access will be maintained as it was prior to the development of the policy.**

- If the policy/practice contributes to advancing equality of opportunity<sup>2</sup>

**The policy will contribute significantly to advancing equality of opportunity by releasing collections' content online across the world, without charge. People who are not able to visit St Cecilia's Hall to study collections in person (e.g. for reasons of location or mobility) will instead be able to view and download digital images from our website and virtually explore the museum through the downloadable app.**

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

**The museum's Digital Interpretation presents strong opportunities to foster good relations by widening access and additionally through identifying material of interest to a diverse audience.**

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

**Staff and students at the University have free 24 hour access to computing facilities and entry to the physical museum is free. In the UK most public libraries offer free IT provision so those on low incomes who may not have access to their own IT provision should not experience any disadvantage.**

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

**The Digital Interpretation resources are linked to the University's website and are detailed within all museum publicity. The Universities website is governed by the University's Web Accessibility Policy which is based on the Web Content Accessibility Guidelines Version 2 AA standards. Information on the websites and application will be provided in alternative formats for disabled users free of charge on request.**

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

---

<sup>2</sup> This question does not apply to the protected characteristic of marriage or civil partnership

During the St Cecilia's Hall Redevelopment Project a key element of the planning involved consultation with a wide range of existing and potential user groups in and around Edinburgh. This work was led by the Museum's Learning and Engagement Curator and was formally recorded in a spreadsheet to ensure that we complied with the guidelines of the University and our funders, including the Heritage Lottery Fund, to make our offer as inclusive and accessible as possible.

The Redevelopment Project also benefited from, and was shaped by, consultation with both users and non-users; internally to the University and externally; and in both targeted and 'open' community sessions. Consultation was undertaken by Musical Instrument Museums Edinburgh staff, the SCH Project Design Team and by Jura Consultants (employed by the University of Edinburgh to develop a consultation programme and provide a report).

External groups/individuals consulted that have relevance in terms of equality and diversity included:

- Police Scotland Architectural Liaison Officers and Edinburgh World Heritage Trust – potential impact on disability group, age group and pregnancy and maternity group.
- Artlink (mental health charity) – potential impact on disability group.
- Canongate Youth Music Café (local community charity) – potential impact on age group.
- Friends of St Cecilia's Hall and Museum – potential impact on age group.

All feedback will be monitored for any positive or negative impacts on any of the 9 protected characteristics and acted on accordingly.

- 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:

The impact of the Digital Interpretation will be the provision of resources which will have positive impacts in widening equitable access to collections that are otherwise often difficult to access or easily understand.

#### 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.

**The Digital Interpretation plan is a positive development for equality impact and is underpinned by robust governance which will ensure regular review and consultation to maintain this.**

#### 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 EqIA will be presented to Library Committee and University Collections Advisory Committee in March 2018 and assuming approval will then be presented to the Digitisation Programme board where this will be a regular agenda item.

All feedback will be monitored for any positive or negative impacts on any of the 9 protected characteristics and acted on accordingly.

Staff will be made aware of the need to make reasonable adjustments and to provide content in alternative formats to disabled users on request.

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

**November 2018**

**H. Publication of EqIA**

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

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)): **Norman Rodger, Projects and Digitisation Manager, Library and University Collections, Information Services.**

Accepted by (name): **Jacky MacBeath, Head of Museums, Deputy Head of Centre for Research Collections**

Date: **5<sup>th</sup> February 2018**

Retain a copy of this form for your own records and send a copy to [equalitydiversity@ed.ac.uk](mailto:equalitydiversity@ed.ac.uk)