



## 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):** Formation of Library and Collections Digital Engagement Group – Formed of representatives of units from across the library and university collections to encourage better coordination and communication around digital engagement activities and services happening across the Library. This group will create and point to resources and share best practices/policies to aid staff in creating coordinated campaigns, projects, services, and meaningful & increased engagement for online viewers/users of the library.

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

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

**C. Person responsible for the policy area or practice:**

Name: Carla Arton

Job title: Digitisation and Digital Engagement Manager

School/service/unit: ISG, Digital Library, Digital Imaging Unit

**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
- Disability

- race (including ethnicity and nationality)
- religion or belief
- sex
- sexual orientation
- gender reassignment
- pregnancy and maternity
- marriage or civil partnership<sup>1</sup>

The work of this Group will potentially have relevance for all of the equality groups, as all students may benefit from the work of the Group, and staff from departments across the whole institution will also feed into the work of the group. Any student or staff member who has access to the University's Library resources has the capacity to be affected by the work of this Group. However, the greatest impact is likely to be on the characteristic of disability, and the accessibility of the resources, guidance and practices that form the work of the Group will be vital to ensure that disabled staff and students are not discriminated against or in any way disadvantaged as a consequence of this project. In addition, there is the possibility of the characteristic of race being impacted, as all information and communications regarding the work of the Group will be conducted in English. However, as English is the teaching language of the University this practice should not lead to any significant disadvantage.

Add notes against the following applicable statements:

- On any available information about the needs of relevant equality groups:
  - The Student Disability Service had been given a chance to comment on the EqIA. We will monitor all feedback for any positive or negative comments related to the nine protected characteristics and act accordingly.
- Any gaps in evidence/insufficient information to properly assess the policy, and how this be will be addressed:
  - The group was formed to better coordinate digital engagement activities across library units as a way of better utilising staff knowledge and skillsets as well as share best practice. Part of the hope is that better coordination will lead to wider reach of and greater impact on our users/audience online. We currently have no way of measuring any negative impact on equality groups through current digital engagement activities. We hope the creation of more robust measurement practices shared across the library will help in better understanding where those gaps are and how we can best resolve them.
- 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 the work of this Group will result in any form of prohibited conduct for the reasons detailed above and below. If, for any reason, a disabled student or staff member experiences disadvantage as a consequence of the Group's activities, reasonable adjustments would be put in place to address these issues.
- If the policy/practice contributes to advancing equality of opportunity<sup>2</sup>
  - The practice will encourage better communication and coordination across the library around digital engagement activities what should make staff more

<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.

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

aware of equality needs and policies in place that would inform any digital engagement activities.

- The group actively encourages participation from across the library regardless of equality group status and welcomes opinions and criticisms of the group structure or function as a way to improve both staff and public experience.
- If there is an opportunity in applying this policy/practice to foster good relations:
  - See above
- If the policy/practice create any barriers for any other groups?
  - Staff and students have 24hr access to free computing facilities, so this should not impose any barriers upon low-income users.
- How the communication of the policy/practice is made accessible to all groups, if relevant?
  - The use of Sharepoint and Teams for communication and documentation of the group's activities should be fine for accessibility needs. Sharepoint has accessibility features, such as screen reader compatibility within its accessibility mode for staff.
  - Group activities are currently through Sharepoint and Teams solely and not open to the public other than through the final product produced by the library around digital engagement that would be influenced by the group.
- How equality groups or communities are involved in the development, review and/or monitoring of the policy or practice?
  - The accessibility librarian has also been invited to be a member of the group to ensure this point of view is consistently present.
  - Other members of the group such as representatives of the Centre for Research Collections are additionally in tune on a daily basis with their work regarding providing inclusivity for all equality groups and equal representation.
- 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:
  - Part of the hope of the group is to create better inclusivity and engagement with product that comes out of the group for all audiences, including equality groups.

#### 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

**YES - 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 Student Disability Service and the University's Accessibility Librarian have representation on the Group, and will continue to monitor issues around equality, accessibility and inclusion throughout the work of the Group.

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

One Year – April 2021

#### 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)):

- Carla Arton, Digitisation and Digital Engagement Manager, Digital Library
- Ruthanne Baxter, Museums Services Manager
- Janet Gardiner, Assistant Director: Development, Student Disability Service

Accepted by (name):

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

- Carla Arton, Digitisation and Digital Engagement Manager, Digital Library
- Ruthanne Baxter, Museums Services Manager

Date: 18<sup>th</sup> May 2020

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