



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 EqlA of the policy or practice. All full EqlAs are published.

<p>A. Policy or Practice (name or brief description):</p> <p>Library Collections Policy – 2013 update</p>
<p>B. Reason for screening (delete as applicable):</p> <ul style="list-style-type: none">Proposed change to an existing policy <p>Update 2015: This update is a review of the existing EqlA version published in 2014.</p>
<p>C. Person responsible for the policy area or practice:</p> <p>Name: Dr John Scally 2015 update: This position is currently vacant. Responsibility lies with the interim Acting Director, and the new Director beginning April 2015.</p> <p>Job title: Director of Library and University Collections</p> <p>School/service/unit: Library and University Collections, Information Services</p>
<p>D. Screening Analysis</p> <ol style="list-style-type: none">Does the policy or practice affect primary or high level functions of the University? YesIs 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)? NoIs the policy or practice one on which interested parties could reasonably expect the University to have carried out an EqlA? Yes <p>If the answer to any of these questions is 'Yes', an EqlA should be carried out on the proposed/revised policy or practice at an early stage and in any event before it is finalised.</p>
<p>E. Screening outcome</p> <p>Equality Impact Assessment required: Yes</p>
<p>F. Sign-off</p> <p>Screening undertaken by: Laura Macpherson, Acting Head of Collections Development and Management</p> <p>Accepted by (name): John Scally</p> <p>Date: 18.12.13</p>
<p>G. Equality Impact Assessment</p> <p>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.</p> <p>In answering the questions below:</p> <ul style="list-style-type: none">Bear in mind that the extent of EqlA 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?

The Library Collections Policy has been in place since 2005, was revised in 2009, and again required updating in 2013. The Policy outlines:

- The aim of providing an appropriate collection of resources within the Library to suit teaching, research and the wider community of users.
- Prioritisation of location of physical collections, making those in highest demand available in the most accessible space.
- An e-only purchasing/subscription model for new journals (except when only print is available), and an e-preference model for new books (except when only print is available, or access arrangements, cost, preservation implications make the electronic equivalent an inferior option).
- The criteria for acquisition of Special Collections (older or rarer material).
- A commitment to retaining the intellectual output (publications) of the University in repositories and the Archives.
- A commitment to managing research data.
- That criteria applies to the decision-making process regarding the receipt of donations or transfers of material.
- That deposited material will only be accepted under certain conditions.
- On what basis material in print may be deselected.
- The significance of relationships to other institutions in collections management.

The focus on preference for electronic content and the location of physical collections have the greatest implication for equality groups.

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 protected characteristics that may experience greatest impact by implementation of this policy are:

Disability - in terms of accessibility of items both in terms of format and location. There is the possibility that the preference for providing access to content in electronic format has an implication for Library users with visual impairments, or learning disabilities.

There may be an implication for users with physical disabilities in the location of printed collections. Further, some disabled users may require the provision of print material in an electronic format and printed copies of electronic format.

- Race – as English is the main teaching language of the university the majority of items will be purchased in English.
- Pregnancy and maternity- there may be the possibility that the provision of electronic content offers a benefit of greater access to learning/research materials off-campus, improving flexibility during pregnancy and maternity leave.

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.

Evidence about the needs of the relevant equality groups is gathered from experience of library staff in existing services where the Library operates a book retrieval service for users with physical disabilities that restrict access to collections, a digitisation service to users with visual impairments (where a screen reader is utilised), and a printing service for electronic content where electronic content is less accessible due to, for example, a learning disability.

Library surveys repeatedly praise the flexibility given to learning and research due to electronic content being accessible off-campus. This may prove advantageous to the Pregnancy and maternity equality group.

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.

Due to the range of disabilities (some undisclosed or unknown) in the large user community, it is difficult to identify gaps in evidence. The Library has not undertaken to study the impact of electronic versus print collection provision on the Pregnancy and maternity equality group. Should the scenario arise where an individual from an equality group require further support in the use of Library collections, the Library will endeavour to meet those needs quickly and seamlessly. This evolution of needs is constantly monitored.

Update 2015: the Library has conducted the bi-annual LibQual Survey since this EqIA

was undertaken, and has evaluated feedback (free text comments) in the National Student Survey, Edinburgh Student Experience Survey, Postgraduate Taught Experience Survey, Postgraduate Research Experience Survey. In all of the responses, there is no suggestion that the Library Collections Policy is disadvantaging any of the protected groups. No complaints received by the Library during this time have been in relation to the Collections Policy disadvantaging users in any of the protected groups.

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?

It might, if reasonable adjustments were not in place such as the service we have set up to provide disabled users with core texts in alternative formats. This service ensures disabled users are not discriminated against. No other users should experience discrimination, harassment or victimisation as a result of this policy.

5. Are reasonable adjustments built in where they may be needed?

Information Services already assists in the production of alternative formats of texts and journal articles for disabled students as requested by the Student Disability Service. This policy will not hinder this service and disabled students will continue to receive the reasonable adjustment of core texts in alternative formats free of charge as required. The policy is available in alternative formats upon request.

6. Does the policy/practice contribute to advancing equality of opportunity¹? Will it help to:
- remove or minimise disadvantage

Yes – pregnant users and those on maternity leave may find it easier to access library texts if more materials are available remotely in electronic format this may also apply to some disabled users.

- meet the needs of different equality groups

Yes and not meet the needs of others.

- encourage increased participation of particular groups

Yes – as above

- take account of disabled people's impairments?

Yes – many disabled users find electronic materials easier to access and this is reflected in our decision to continue to purchase many of our items in electronic format. In addition we have services in place to ensure that texts and journals can be produced in alternative formats upon request. free of charge.

7. Is there an opportunity in applying this policy/practice to foster good relations between people in any protected group and those who are not²? Will it help to tackle prejudice and/or promote understanding?

Only in that by showing we are continuing to consider the needs of disabled users and other users with protected characteristics when implementing this policy and making decisions about the format of materials we invest in and making reasonable achievements where appropriate.

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?

¹ This question does not apply to the protected characteristic of marriage or civil partnership

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

Yes – this is outlined above (e.g. disability, race, maternity and pregnancy pregnancy / maternity).

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)?

It is anticipated that there will be an increase in demand for the provision of material in different formats (digitised versus print) due an increase in disabled students, but not as a result of this policy change. This is based upon the increase in student numbers.

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

No, although the majority of items will be purchased in English as this is the main teaching language of the University

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?

To minimise any potential disadvantage to users on restricted income who may not have computing facilities at home all staff and students have access to free 24 hour computing facilities on campus.

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

The Disability Advisor for Information Services has assessed the Policy and Equality Impact Assessment. Any revisions to the Policy will follow this screening exercise. Any comments or queries received about the policy will be checked for any possible equality implications and the policy adjusted accordingly.

2015 update: As noted above, there have been no comments or queries within the period since the initial EqIA was conducted indicating any discrimination to the protected groups as a result of this Policy.

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.

Option 1: No change required – the assessment is that the policy/practice is/will be robust. There is no evidence of potentially unlawful discrimination and all reasonable opportunities to advance equality and foster good relations have been taken, subject to continuing monitoring and review.

I Action and Monitoring

1. Specify the actions required to implement the findings of this EqIA.

Relevant staff involved in the alternative format production of materials for students will be advised that this policy has been updated and the need to provide texts in alternative formats is ongoing.

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 re-screened and an EqIA will be conducted every time an adjustment to the policy is required. Any queries raised relating to this policy which highlight equality issues will result in a new EqIA being undertaken.

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

~~October 2014.~~ **2015 Update: When the Policy is next updated or when we receive any positive or negative feedback related to any of the 9 protected characteristics**

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

J. Sign-off

EqIA undertaken by: Laura Macpherson, Acting Head of Collections Development and Management

2015 update undertaken by: Laura M. Shanahan, Head of Collections Development and Access 05.02.15

Accepted by (name): John Scally

Date: 18.12.14

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