



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.

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| <p>A. Policy or Practice (name or brief description): Proposal for collaboration between National Library of Scotland and Edinburgh University Library on print Official Publications.</p> |
| <p>B. Reason for screening (delete as applicable):</p> <ul style="list-style-type: none">Proposed new practice |
| <p>C. Person responsible for the policy area or practice:</p> <p>Name: Laura Macpherson</p> <p>Job title: Acting Head of Collections Development and Management</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? NoIs 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 EqIA? Yes <p>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.</p> |
| <p>E. Screening outcome</p> <p>Equality Impact Assessment required: Yes</p> <p>Record notes about the screening process or outcome here.</p> <ul style="list-style-type: none">If EqIA is required, note when/at what stage(s) and by whom EqIA will be carried out. <p>The EqIA has been completed subsequent to the proposal being submitted to Committee, as – on reflection – it is apparent that an assessment is required. The assessment was undertaken by Laura Macpherson, the person responsible for the practice.</p> |
| <p>F. Sign-off</p> <p>Screening undertaken by (name(s) and job title(s)):</p> <p>Laura Macpherson, Head of Collections Development and Access</p> <p>Accepted by (name): Laura Macpherson, Head of Collections Development and Access Date: 25.04.14</p> <p>Updated October 2015</p> |

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?

The Library has a historically established collection of print official publications covering a range of countries and types of material, from Parliamentary Papers to United Nations working papers. The collection has been located in the Library Annexe since 2006, when the Main Library reference collections were assessed and prioritised for retention within the central area. The Official Publications have an out-of-date card catalogue, very few online catalogue records, are largely not discoverable to users, and not browseable within their location at the Annexe. The costs to make this collection accessible at UoE are prohibitive (estimated to be £150k, for a collection in extremely low demand), so a proposal to arrange the transfer of items not currently held in the National Library of Scotland to complete their collections has been supported by the University Library Committee. Should this option not have been supported, the collection may have been required review for withdrawal due to space limitations and inaccessibility. It is important to note that in many cases, digital equivalents of titles in this print collection are available at UoE.

This new practice has the potential to impact on all nine protected characteristics.

Most likely affected are disability and race, gender, pregnancy and maternity. Post impacts are likely to have a positive impact such as a more accessible catalogue system and longer hours when the collections can be requested and viewed.

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 under the Equality Act is:

- Age
- Disability
- race (including ethnicity and nationality)
- religion or belief
- sex
- sexual orientation
- gender reassignment
- pregnancy and maternity
- marriage or civil partnership¹

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).

This new practice has the potential to impact on all nine protected characteristics.

Most likely affected are disability and race, gender, pregnancy and maternity.

Through the Memorandum of Understanding with the National Library of Scotland, the physical accessibility of the collection is being ensured, alongside the description of resources in the online catalogue. It is believed that the practice change will have some improvement for disabled users, for gender, pregnancy and maternity, as there is greater provision for requesting and accessing the print collections outside the hours of Monday-Friday 09:00-17:00 at the National Library of Scotland, i.e. with the inclusion of evening and Saturday delivery times. Additionally, at present, the collection is poorly described and largely only accessible to those who know the collection or are able to browse material at the shelves. At the National Library, the collection will be described in an online catalogue and made better available.

Race is impacted in the formats of the collections as the languages included in the publications are as at point of publication connected to the country of publication (e.g. Greek in the *Cyprus Gazette*). The majority of the collection is in English, the teaching language of the University.

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.

Age, and religion or belief should not be impacted by this practice change, and we have reviewed the National Library's Equality Policy.

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.

There is very little existing evidence regarding usage of this collection (max around 5 per year) and no known information on users from protected groups. The in-demand areas of the collection are available in an alternative electronic format, and this is the default content for use (not affected by this practice change). There is no known demand for translation of collections from within non-English published material.

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.

Any information that comes to light regarding protected groups during the implementation of this collaborative work will be addressed with the support of the IS Disability Advisor and other relevant parties.

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?

No – as discussed in section 2, any areas where the practice may have lead to discrimination, harassment or victimisation have been addressed to avoid any negative impact.

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

All communication about the move will be made available in alternative formats upon request. NLS will be responsible for implementing reasonable adjustments for individual users, as at present. We will ensure that all communication about the change in policy will be communicated in an accessible way in a variety of formats and available in alternative formats upon request

Update 2015: Since the implementation there has been no request for reasonable adjustments.

6. Does the policy/practice contribute to advancing equality of opportunity²? Will it help to:
 - remove or minimise disadvantage

Yes – Through the Memorandum of Understanding with the National Library of Scotland, the physical accessibility of the collection is being ensured, alongside the description of resources in the online catalogue. It is believed that the practice change will have some improvement for disabled users, for gender, pregnancy and maternity, as there is greater provision for requesting and accessing the print collections outside the hours of Monday-

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

Friday 09:00-17:00 at the National Library of Scotland, i.e. with the inclusion of evening and Saturday delivery times. Additionally, at present, the collection is poorly described and largely only accessible to those who know the collection or are able to browse material at the shelves. At the National Library, the collection will be described in an online catalogue and made better available.

- meet the needs of different equality groups

Yes – the collection is currently difficult to negotiate (as above). The practice change will improve access for users.

- encourage increased participation of particular groups

Yes – the collection is currently difficult to negotiate (as above). The practice change will improve access for users. In addition, the widening of hours in which the collection can be requested and viewed should make it easier for users from across all the protected characteristics and especially those with caring responsibilities etc to access the collection.

- take account of disabled people's impairments?

Yes – the National Library of Scotland (who will be the main collection owner as a result of this practice change) has clear guidelines on supporting access for users (<http://www.nls.uk/using-the-library/people-with-disabilities>) and a customer charter (<http://www.nls.uk/using-the-library/customer-charter>). They will be responsible for ensuring reasonable adjustments for individual users, including University of Edinburgh students and staff users, as at present.

The university has stressed the need to the National Library of Scotland (NLS) to make the cataloguing of the collection as accessible as possible to disabled users. We ensure that all communication about the change in policy will be communicated in an accessible way in a variety of formats and available in alternative formats upon request.

7. Is there an opportunity in applying this policy/practice to foster good relations between people in any protected group and those who are not³? Will it help to tackle prejudice and/or promote understanding?

By completing this EqIA, the University's demonstrates its commitment to equality and diversity which will hopefully promote greater understanding and foster good relations.

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?

Disabled users will require physical access and a catalogue compatible with assistive technology. Race: we do not anticipate any expectation that these materials will be requested in different languages due to the nature of the collection (and that the majority of the collection is in English; the teaching language of the University).

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)?

No evidence or expectation at time of writing.

The practice change will increase the hours of availability for this collection as in its current location, material is only accessible for delivery from store between the hours of 09:00 and 17:00, Monday to Friday. The National Library of Scotland has an evening delivery service during weekdays and a morning service on Saturdays. This may enable those with caring responsibilities (of whom the majority have been shown to be woman), disabled users, pregnancy and young others increased flexibility in hours when they can access the collections which may increase uptake. In addition, The increased accessibility of the catalogue may increase use by all users but in particular by disabled users.

³ This question does not apply to the protected characteristic of marriage or civil partnership.

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

No. We have reviewed the Equality and Diversity policy from NLS, and are aware that the registration requirements for NLS are similar to the University Library's external user requirements, where individuals do not require to be resident of the UK to use the library. The University has stressed the need to NLS that the catalogue and the documents be made as accessible as possible to disabled users.

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?

The policy change will be communicated in an accessible way in a variety of formats and available in alternative formats upon request. As the collection is being moved to a public library no groups including those with restricted income should experience a disadvantage in accessing the collection.

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

The Information Services Disability Information Officer has reviewed the documentation and discussed the policy with the practice change manager to ensure provision for disabled users. In addition all feedback will be monitored and acted upon to ensure there is no negative impact on any protected characteristics and to record any positive impacts.

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.

We ensure that all communication about the change in policy will be communicated in an accessible way in a variety of formats and available in alternative formats upon request.

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. 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.

As outlined above, there is no evidence to suggest any disadvantage or discrimination as a

result of this practice change. Ensure that the University has stressed the need to NLS that the catalogue and the documents be made as accessible as possible to disabled users. Monitor feedback for any comments related to any of the 9 protected characteristics.

2. State how the policy or practice will be monitored in relation to its equality impact (or note where this is specified above).

The practice will be monitored and any feedback positive or negative that relates to any of the 9 protected characteristics will be noted and addresses as appropriate. No issues are anticipated.

Update 2015: since the first phase of implementation of this new practice, no impacts on the protected groups have come to light or been recorded.

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

~~April 2015.~~ **Update 2015: when the project to implement the new practice completes, or should there be any incidences of alleged impact on the protected groups.**

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 (name(s) and job title(s)):

Laura Macpherson, Head of Collections Development and Access

Accepted by (name): Laura Macpherson, Head of Collections Development and Access

Date: 06.08.14

Update: October 2015

EqIA undertaken by (name(s) and job title(s)):

Laura M. Shanahan, Head of Collections Development and Access

Accepted by (name): Laura M. Shanahan, Head of Collections Development and Access

Date: 12.10.15

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