



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

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):

Reading List Procurement Project (LMP 008)

Update 2019- The Reading List Procurement Project has been completed and transitioned to a service. On implementation of the system selected, Leganto, this EqIA is now for the Resource Lists service.

B. Reason for Equality Impact Assessment (delete as applicable):

- Proposed new policy/practice

Update 2019 – Update to existing EqIA due to product implementation.

C. Person responsible for the policy area or practice:

Name: Angela Laurins

Job title: Library Learning Services Manager

School/service/unit: Library and University Collections, Information Services

Update 2019 – as above

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- Yes
- 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

Update 2019 – as above

E. Equality Groups

To which equality groups is the policy/practice relevant and why? (delete any that are not relevant):

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

The Reading List system will be available to all University staff and students. It will be used by Library staff in their daily working in the provision of course reading, by academic teaching staff to create and update reading lists and by students, both on and off campus, to find and access course reading materials. It therefore, has the potential to be relevant to all groups, however we feel that the protected characteristics most likely to have the potential to be impacted are disability and race.

It will be particularly relevant to some disabled users who will require the system to be as accessible as possible and compatible with assistive technology. Disabled users will benefit from the greater use of online reading lists as online provision supports the University's Accessible and Inclusive Learning policy. Course readings are prioritised on online reading lists, allowing students to clearly identify core texts and plan their own reading. This also helps the Information Services staff who assist with the converting of texts into alternative formats for students.

There is also a potential impact on race as the system is only available in English but as the main teaching language of the University is English we do not envisage that this should create any significant disadvantage.

Update 2019 – Following an extensive procurement project, Leganto (an Ex Libris product) was selected and was launched in June 2017. Accessibility testing carried out by the ISG Disability Information officer highlighted a number of issues which were raised with the supplier. In response, Ex Libris (the system supplier) undertook a programme of enhancements in 2018 to improve Leganto's accessibility. Further accessibility testing will be carried out and we will continue to provide feedback and liaise with Ex Libris to address any outstanding issues.

Add notes against the following statements where applicable/relevant:

- On any available information about the needs of relevant equality groups:

In terms of disabled users we are aware that the new IT system will need to meet, as far as possible, the Web Content Accessibility Guidelines version 2 AA standard (this is part of the University Web Accessibility Policy) and to be compatible with assistive technology. Accessibility requirements are part of the

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.

agreed standard technical requirements issued with the ITT (Invitation to Tender). In addition, the Information Services Disability Information Officer (IS DIO) has been involved in the procurement project and has evaluated suppliers' written responses and undertaken usability testing on systems. It is hoped that this system will also assist the service we currently offer which produces materials for students in alternative formats upon request as required by prioritising reading lists and making access to reading lists easier. The IS DIO will continue to be involved in the project to support the implementation of the system to ensure any improvements to accessibility which can be made are done so and to advise on reasonable adjustments as required. Reasonable adjustments may include providing disabled staff with assistance to upload reading lists if for any reason they have difficulties accessing the system and providing disabled students with the information provided on the system in another manner if they are unable to access the system. We will of course endeavour to make improvements to the online system if we become aware of any potential difficulties disabled users are having accessing the system.

The protected characteristic of race also has the potential to be impacted on as the system is only available in English but as English is the main teaching language of the University we do not envisage any disadvantage,

Update 2019 – we have received no positive or negative feedback in relation to eight of the protected characteristics. However negative feedback was received in relation to the protected characteristic, 'Disability' which involved the compatibility of the system with screen reader software. The issue turned out to be less about the compatibility screen reading software but more about the difficulties of using a complex database, like the library catalogue, with screen reading technology which make it extremely difficult for any screen reader user to use the system. We provided the user with information on what the supplier was doing to address these issues and ensured reasonable adjustments were in place so they could access the information in other ways.

We are aware of several issues regarding the accessibility of the product which we have raised with Ex Libris. Issues relate specifically to how the system works with JAWS screen reading software. We have highlighted these issues to Ex Libris who commissioned their own independent report and set out a roadmap for improvements. In the meantime, we will make any reasonable adjustments as required and will continue to monitor and review the system.

There has been no request for any reasonable adjustments or any requests for information in alternative formats.

There have been no requests for the information in any languages other than English

Recently, the University has developed a Resource Lists Framework. It is a summary of how the Library will work and communicate across the University and in particular how it will support policies such as the Learning and Teaching Strategy and the Accessible and Inclusive Learning Policy, It states Resource

Lists (the software in this EqIA) as the University's preferred route to managing the provision of library resources for teaching, includes definitions of 'Essential', 'Recommended' and 'Further reading' and includes a section, 'Resource Lists are most helpful to students when they are: Up to date, Clearly laid out, Prioritised and annotated, Realistic, Collaborative, Made available to the Library in good time.'

Essentially, it states the Library and university's intention and support for making this the route through which course organisers will request scans, new purchases, moves to reserve and through which students access key readings.

It was written in consultation with EUSA, library committee, college library committees and Learning and Teaching Committee and has been signed off by LTC, and Library Committee.

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

We feel we have sufficient information at this stage to proceed.

Update 2019 – as above

- 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 new system will result in any form of prohibited conduct. It is hoped that a reading list system contributes to making access to course reading easier for all library users both on and off campus. We will monitor the system to ensure no disadvantage occurs.

Update 2019 – we have no evidence that the introduction of this system has led to any form of prohibited conduct and we continue to monitor feedback for any positive or negative comments related to any of the nine protected characteristics.

- If the policy/practice contributes to advancing equality of opportunity.

It is anticipated that increased use of an online reading list system will facilitate access to core reading materials for all students, both on and off campus. Online reading lists support the University's Inclusive and Accessible Learning Policy by clearly indicating core readings and allowing students to sort or filter reading lists based on priority. This should advance the equality of opportunity for disabled students by further embedding the Universities Inclusive and Accessible Learning Policy and by assisting the staff providing the alternative format service for disabled students in that they will have prioritised reading lists in order to meet the needs of disabled users in as timely a fashion as possible.

Update 2019 – The number of courses with Resource Lists has increased with approximately 37% of active courses having a Resource List in 2018/19. As a result,

more students are using the service and an increasing number of students have access to lists where texts are prioritised and core readings clearly identified, supporting the University's Inclusive and Accessible Learning Policy. The increase in number of users may imply that the system is more accessible than its predecessor.

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

A reading list system is being implemented to contribute to improving the student experience by making it easier to access course reading materials. To deliver an effective service we liaise with students and academics to make sure we provide a service which best supports their needs. Protected characteristics are taken into consideration. As use of the system grows, the library will be able to further develop the service of provision of availability of alternative formats if required alongside the reading list system. It is hoped that by through this EqlA and the accessibility testing we can practically demonstrate the commitment IS and the University has to Equality and Diversity.

Update 2019 – as above. Resource Lists has been identified by ISG as a key service to help improve the student experience. Resource Lists also support the strategic aim of every student and educator being a digital student/educator. The Resource Lists service encourages use of digital content where available and increases accessibility and availability of core learning materials to students. This includes raising the profile of the Library's E-reserve service which can provide alternative formats of our print collections on request.

By continuing to monitor and liaise with the supplier on accessibility issues we will demonstrate ISG and the University's commitment to considering Equality and Diversity matters.

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

The reading list system is unlikely to create barriers for any group. On the contrary, the aim of the reading list system is to facilitate access to reading materials by removing barriers to accessing resources. The University offers free 24 hour access to computing facilities for all staff and students and therefore those users on low incomes who may not have access to their own IT facilities should experience no disadvantage.

Update 2019 – We have no evidence that the system has resulted in any disadvantage to those on low incomes. The Resource Lists service encourages use of digital content where available and supports the Library's e-preference policy. As a result, an increasing number of ebooks and digitisations are being made available to students, reducing the number of texts that might need to be purchased and widening access. We realise the issue with Screen Reader compatibility may cause barriers but we are working with the supplier to resolve the issues and in the meantime we are ensuring reasonable adjustments are in place to ensure no user is placed at a disadvantage.

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

Any change to system and service will be communicated via the IS website, service wiki, MyEd and mailing list which have been tested for accessibility. Updated guidance will be made available on the IS website. Workshops and training sessions will be organised and if, required 1-2-1 training sessions can be arranged. These training sessions will take into account the needs of disabled users in terms of accessible rooms and the need to make reasonable adjustments. Consideration will also be given to the timing of the sessions to ensure as far as possible a variety of dates and times to assist those with caring responsibilities and to avoid dates and times of religious observance. Alternative formats will be available on request.

Update 2019 – there have been no requests for information in alternative formats or for reasonable adjustments to be made. We will of course continue to offer this.

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

The IS DIO will continue to be involved in system implementation and service development. We encourage feedback from staff and students and will monitor comments to ensure we respond appropriately and in a timely fashion to any issues relating to equality and diversity.

The IS DIO will be involved in the evaluation of potential suppliers during the procurement phase and will continue to be involved in the implementation phase once a supplier has been selected.

Update 2019 – we continue to monitor all feedback for any comments negative or positive related to any of the nine protected characteristics. We continue to liaise with the suppliers on their independent accessibility testing and the ISG Disability Information Officer will re-test the application in February 2019 to evaluate system enhancements and identify any remaining issues.

The Library has been consulting with various Library Committees and EUSA on the development of a Resource Lists Framework. As a result, the Framework will encourage Course Organisers to collaborate with students and encourage them to suggest reading materials. This will help encourage diversity in teaching materials used.

- 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:

As mentioned above it is believed the introduction of this system will support the Universities Inclusive and Accessible Learning Policy and the provision of alternative formats for disabled users and therefore has the potential to advance equality and promote good relations.

Update 2019 – nothing under than that started above.

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. (Delete the options that do not apply):

Option 1: No change required – the assessment is that the policy/practice is/will be robust.

Based on the reasons stated above

Update 2019 – Option2: Adjust the policy or practice – this involves taking steps to remove any barriers, to better advance equality and/or to foster good relations.

This has been updated to reflect the fact that we are working to address accessibility issues with Ex Libris.

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).

- Continue to monitor feedback from stake-holders in relation to impact on any of the nine protected characteristics.
- Ensure all communication documentation includes a statement informing users that such communication is available in alternative formats and staff are aware of the need to provide information in alternative formats upon request.
- To continue to liaise with the successful company to ensure continued improvements to accessibility of the system prior to launch.
- Ensure staff are aware of the need to make reasonable adjustments as required.

Update 2019– all of the above and

- The system will be re-tested for accessibility by the DIO in February 2019 after Ex Libris has implemented accessibility improvements.

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

When there is any major change to the system and its operation or when we receive any positive or negative feedback related to any of the nine protected characteristics.

Update 2019: we will next review the EqIA when there are any changes or if we receive any positive or negative feedback related to any of the 9 protected characteristics.

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:

Update 2019 – this can be published now

I. Sign-off

EqIA undertaken by: Angela Laurins, Library Learning Services Manager

Accepted by: Jeremy Upton, Director of Library and University Collections
[This will normally be the person responsible for the policy/practice named above. If not, specify job-title/role.]

Date: 22.03.17

Update 2019 –

EqIA update undertaken by: Angela Laurins, Library Learning Services Manager
February 2019

Accepted by: Hannah Mateer, Head of Collections Services
12th April 2019

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