Equality Impact Assessment forms – Internal Processes

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# Equality impact assessment (EqIA) form - Causewayside Smoke Extract and Damper Works

|  |  |
| --- | --- |
| Title of work to be assessed | W0114 Causewayside Smoke Extract and Damper Works  |
| Assessment undertaken by | C. Reid  |
| Date of assessment submission | 4 April 2023 |
| Details of the work being assessed | The scope of construction works will include the replacement of the smoke extract and fire damper systems. Remove the existing smoke extract system.   Form new smoke extract fans. Install a new smoke extract systems. Associated ventilation upgrades and smoke damper replacement. Replacement of all fire dampers. Temporary collection protection works and dust monitoring.   |
| Who from EqIA Review group have you discussed this with? | E. Muniandy |

## Introduction: Timeline and purpose of the form

This equality impact assessment form must be completed **before** you have developed or revised the work in question. This form must inform your development or revision.

This task and form should not be completed by one person – it should be a team effort where possible.

The purpose of the assessment is to identify the following:

* Might anyone be denied or find it harder to access this work because of a characteristic they have?
* Will this work contribute to (a) eliminating discrimination and harassment, (b) advancing equality of opportunity and (c) fostering good relations between those with and without a protected characteristic? Or is there a chance it could detract from any of those? These are the three parts of the Equality Act (2010) duty, which we are legally obliged to adhere to.

## Step 1: Impact of the work to be assessed

* Who does the work affect, and in what way? Think about audiences, staff, partners.

Staff who occupy Causewayside building (CB) and staff and others wishing to consult Library collections held on one of the CB floors being worked on, including users of the Maps Reading Room and George IV Bridge Reading Rooms.

* Might anyone else be affected indirectly?

Neighbours.

* Are any other policies or projects affected by this work?

No.

## Step 2: Identify some evidence

You must show what will inform your assessment (step 3).

The most basic evidence is Census data. You could use this to identify how many people in Scotland have a certain characteristic, and how many use the Library.

The Scottish Government's [Equality Evidence Finder](https://www.gov.scot/collections/equality-evidence/) can be used to source more detailed and specific evidence relating to different characteristics.

What evidence and research have the Library already conducted that may inform your assessment.

Does the analysis of the evidence gathered indicate possible adverse impact on any protected group? Is there any reason to believe that people could be affected differently by the policy or project, for example in terms of access to a service, or the ability to take advantage of an opportunity?

Ensure to include any research you are drawing on in order to complete this assessment in the table below:

|  |  |
| --- | --- |
| Resource | Information |
| N./A |  |

## Step 3: Assess the impact

Please see [appendix 1](#Appendix1) for an outline of what is covered by these characteristics.

It may be helpful to look at the possible outcomes of this assessment before you start – see [step 4](#_Step_4:_Monitoring).

The following tables provide some prompting questions related to each characteristic, and space to identify whether there is a positive, negative or no effect on each part of the Equality Act (2010) duty with regards to that characteristic.

**A positive impact** is one where the policy, practice, process or service can improve access to your policies, practices, processes or services by removing barriers for equality groups, improve understanding between people who identify with a group and those who do not (for example people with a disability and those who are non-disabled) or both.

**A negative impact** may indicate the potential for direct or indirect discrimination, both of which are unlawful.

**Please note you need not provide written answers to the prompting questions, they are there to guide you through the kind of considerations that need to be made for each characteristic.**

When there is a need of full assessment, please consider and identify whether there is a positive, negative or no effect in following areas:

* Eliminating unlawful discrimination, harassment and victimisation;
* Advancing equality of opportunity;
* Promoting good relations among and between different groups.

|  |  |  |  |
| --- | --- | --- | --- |
| Positive | Negative | None | Reasons for decision |
|  |  |  |  |

### Age

Does the work impact on people of different ages differently?

* How might the work impact differently on children and young people, and older people?
* Could a 10 year-old and a 105 year-old easily use, attend this?
* Might age affect how the work is used, accessed or understood?
* How will the communication and engagement strategy take into account the differing needs of people of different ages?
* Does the work make blanket assumptions about age?
* Is there an opportunity to improve outcomes for a certain age group through this policy?

|  |  |  |  |
| --- | --- | --- | --- |
| Positive | Negative | None | Reasons for decision |
|  |  | X | Long term outcome is the upgrade of existing plant which benefits all. During the works disruption to on-site staff and users will be managed to minimise its impact. Works in live areas to be executed out of hours where reasonably practicable. |

### Disability

Does the work impact on disabled people differently to non-disabled people?

* How might your work impact differently on disabled people?
* What barriers – physical or attitudinal – might exist that could hinder disabled people's access and participation?
* What psychological barriers might exist for people with mental health issues?
* Will you need to consider different communication and engagement strategies to take into account disabled people's needs, and how will disabled people find out about this work, if it will affect them?
* Is take-up of this service, information or both disproportionately low by disabled people?
* Is there an opportunity for this work to improve outcomes for disabled people?
* Is this wheelchair accessible (lifts, doorways, height of written information, interactivity…)?
* Are there disabled toilets nearby?
* Have you assumed everyone attending will be able to hear and see?
* Have you assumed everyone attending will be able to walk?
* Has it been made clear in advance that anyone with specific needs can get in touch in advance, for example audio-description or subtitles required?
* Does this require people to declare if they have a disability? For example, they need a key to use the accessible toilet.

|  |  |  |  |
| --- | --- | --- | --- |
| Positive | Negative | None | Reasons for decision |
|  |  | X | Long term outcome is the upgrade of existing plant which benefits all. During the works disruption to on-site staff and users will be managed to minimise its impact. Works in live areas to be executed out of hours where reasonably practicable. |

### Gender Reassignment

Does this work impact on transgender and cisgender people differently?

* How can you ensure that your work does not discriminate against transgender people – especially in terms of dignity?
* Are there any opportunities for advancing equality for transgender people through your policy?
* Does your policy present opportunities to tackle discrimination and harassment towards transgender people?
* Are there gender-neutral toilets in the building? How are you communicating their existence and location?

|  |  |  |  |
| --- | --- | --- | --- |
| Positive | Negative | None | Reasons for decision |
|  |  | X | Long term outcome is the upgrade of existing plant which benefits all. During the works disruption to on-site staff and users will be managed to minimise its impact. Works in live areas to be executed out of hours where reasonably practicable. |

### Pregnancy and Maternity

Does this work impact on people because of maternity and pregnancy?

|  |  |  |  |
| --- | --- | --- | --- |
| Positive | Negative | None | Reasons for decision |
|  |  | X | Long term outcome is the upgrade of existing plant which benefits all. During the works disruption to on-site staff and users will be managed to minimise its impact. Works in live areas to be executed out of hours where reasonably practicable. |

### Race

Does this work impact on people of different races differently?

* Might your work impact differently on people of different ethnicities?
* How will you make sure that people from a wide range of ethnic backgrounds will be able to access your service or information?
* Have you considered different venues and places that you might need to use to advertise your policy or service?
* Are there any particular communities for whom take up of the service or information is disproportionately low?
* Are there any barriers (including cultural) that might impede a group of people from accessing your policy or information? Consider that not everybody will be able to understand English, either written or spoken.
* What opportunities does your policy present to tackle discrimination, and to advance equality of opportunity and help develop community cohesion?

|  |  |  |  |
| --- | --- | --- | --- |
| Positive | Negative | None | Reasons for decision |
|  |  | X | Long term outcome is the upgrade of existing plant which benefits all. During the works disruption to on-site staff and users will be managed to minimise its impact. Works in live areas to be executed out of hours where reasonably practicable. |

### Sex

Does this work impact on men and women in different ways?

* Will men and women be affected by this policy equally, or are there differences, in which case, are there actions needed that can be taken to redress the balance?
* Is it easier for men or women to find out about the work?
* Does the work have any in-built stereotypes about what men and women can and can't do, and does it seek to dismantle those?
* Does the work recognise the particular issues faced by certain groups of men and women, for example the additional barriers to employment faced by minority ethnic women?
* Is the space pushchair accessible?

|  |  |  |  |
| --- | --- | --- | --- |
| Positive | Negative | None | Reasons for decision |
|  |  | X | Long term outcome is the upgrade of existing plant which benefits all. During the works disruption to on-site staff and users will be managed to minimise its impact. Works in live areas to be executed out of hours where reasonably practicable. |

### Sexual Orientation

Does this workpeople with different sexual orientations differently?

* Might your policy impact differently on people in the LGBTQ+ community in comparison to heterosexual people?
* Does your policy present opportunities to advance equality for lesbian, gay or bisexual people and to tackle discrimination and harassment?

|  |  |  |  |
| --- | --- | --- | --- |
| Positive | Negative | None | Reasons for decision |
|  |  | X | Long term outcome is the upgrade of existing plant which benefits all. During the works disruption to on-site staff and users will be managed to minimise its impact. Works in live areas to be executed out of hours where reasonably practicable. |

### Religion or Belief

Does this work impact on people of different religions and beliefs differently?

* Might your work impact differently on people of different religions and beliefs, and those with no religion?
* Is the take up of or access to your policy, service or information disproportionately low amongst those of a particular religion or belief?
* How will your community engagement or communication strategy take into account different religious communities?
* Might different religions practices or observance need to be taken into account in the design of your work, or when consulting, for example, consider the potential impact of Ramadan or the Jewish Sabbath, dietary requirements at events, and so on?
* Does your work present an opportunity to tackle discrimination and to advance equality of opportunity and increase community cohesion between those of different faiths (and none)?
* Is this event on a religious holiday?

|  |  |  |  |
| --- | --- | --- | --- |
| Positive | Negative | None | Reasons for decision |
|  |  | X | Long term outcome is the upgrade of existing plant which benefits all. During the works disruption to on-site staff and users will be managed to minimise its impact. Works in live areas to be executed out of hours where reasonably practicable. |

### Marriage and Civil Partnership

Does this work impact on people because of their marriage or civil partnership status?

|  |  |  |  |
| --- | --- | --- | --- |
| Positive | Negative | None | Reasons for decision |
|  |  | X | Long term outcome is the upgrade of existing plant which benefits all. During the works disruption to on-site staff and users will be managed to minimise its impact. Works in live areas to be executed out of hours where reasonably practicable. |

The following groups are not covered by the Equality Act (2010) but are covered in the Fairer Scotland Duty. We are not legally obliged to assess our work against this Duty but considering the impact of our work on these groups means we might reach more people and are addressing access issues pertinent to Scotland.

### Households with low or no income or wealth

How does this work impact on people with little or no income or wealth compared to those with more income or wealth?

* What are the public transport facilities to access this event in person?

|  |  |  |  |
| --- | --- | --- | --- |
| Positive | Negative | None | Reasons for decision |
|  | X |  | Long term outcome is the upgrade of existing plant which benefits all. During the works disruption to on-site staff and users will be managed to minimise its impact. Works in live areas to be executed out of hours where reasonably practicable.  The loss of access to collection items when some stacks are closed during the works may disproportionately impact someone who has a low income if they incurred expenses getting to a reading room and couldn’t consult material. Overcome by widely advertising the closure programme well in advance through multiple channels. |

### Rural or island location

Does this work impact differently on people living in rural or island locations compared to those in urban areas, particularly the Central Belt?

* Will this work be available online?

|  |  |  |  |
| --- | --- | --- | --- |
| Positive | Negative | None | Reasons for decision |
|  | X |  | Long term outcome is the upgrade of existing plant which benefits all. During the works disruption to on-site staff and users will be managed to minimise its impact. Works in live areas to be executed out of hours where reasonably practicable.  The loss of access to collection items when some stacks are closed during the works may disproportionately impact someone who has travelled from a rural of island locations, if they have incurred expenses getting to a reading room and couldn’t consult material. Overcome by widely advertising the closure programme well in advance through multiple channels. |

### Digital literacy and access

Does this work impact differently on people with high digital literacy and easy access to the internet and computing, compared to those with lower digital literacy and less access?

* Is this work only available online?
* What are the public transport facilities to access this event in person?

|  |  |  |  |
| --- | --- | --- | --- |
| Positive | Negative | None | Reasons for decision |
|  | X |  | Long term outcome is the upgrade of existing plant which benefits all. During the works disruption to on-site staff and users will be managed to minimise its impact. Works in live areas to be executed out of hours where reasonably practicable.  The loss of access to collection items when some stacks are closed during the works may disproportionately impact someone who has travelled from a rural of island locations, if they have incurred expenses getting to a reading room and couldn’t consult material. Overcome by widely advertising the closure programme well in advance through multiple channels. |

## Step 4: Monitoring

* How will this work be monitored, evaluated to check progress on any equality issues that may arise or have arisen in the EqIA?
* Who will carry this out?

C Reid.

* How often will this be carried out?

Ongoing pre construction and during construction.

## Step 5: Publishing

Publish screening form on website.

Part of our Equality Act (2010) duty is to make our EqIAs publicly available.

## Sign off

### Stage 1: For the EDI officer to sign off

|  |  |
| --- | --- |
| Do you accept the outcome? Yes or No | Yes |
| If no, what action do you recommend or require? |  |
| Signed | E. Muniandy  |
| Date | 05 April 2023  |

### Stage 2: For the Equalities Review Group to sign off

|  |  |
| --- | --- |
| Do you accept the outcome? Yes or No | Yes |
| If no, what action do you recommend or require? |  |
| Signed | E. Muniandy |
| Date | 18 May 2023  |

## Appendix 1: definition, scope of some of the protected characteristics

* Disability. Bear in mind this is broad. It can be a range of conditions that have a substantial and long-term adverse effect on an individual's ability to carry out normal day-to-day activities, and can be mental (such as a learning disability or depression) or physical (such as sight difficulties, hearing difficulties, epilepsy, MS), and disability can be hidden.
* Gender re-assignment. This refers to a person's internal self-perception of their gender. It refers to a whole range of people who find their gender identity or gender expression differs in some way from the gender assumption made by others about them when they were born. In law, gender reassignment applies to people who are undergoing, propose to undergo or have undergone a process of changing gender.
* Race. This includes colour, ethnic, or national origins. This includes Gypsies, Travellers, refugees and asylum seekers. Consider not only visible but also non-visible ethnicities such as Eastern European people.
* Religion or belief. Religion is "any religion and a reference to religion includes reference to a lack of religion", and belief is any religious or philosophical belief, including lack of belief. Case law has shown that environmentalism is considered a belief system.



# Equality impact assessment (EqIA) form - Human resources and Recruitment System Replacement

|  |  |
| --- | --- |
| Title of work to be assessed | Human resources (HR) and Recruitment System Replacement |
| Assessment undertaken by | Christine Miller  |
| Date of assessment submission | 30 March 2023 |
| Details of the work being assessed | Procurement and implementation of a new integrated, Cloud based HR and Recruitment system. |
| Who from EqIA Review group have you discussed this with? | T. Pirih  |

## Introduction: Timeline and purpose of the form

This equality impact assessment form must be completed **before** you have developed or revised the work in question. This form must inform your development or revision.

This task and form should not be completed by one person – it should be a team effort where possible.

The purpose of the assessment is to identify the following:

* Might anyone be denied or find it harder to access this work because of a characteristic they have?
* Will this work contribute to (a) eliminating discrimination and harassment, (b) advancing equality of opportunity and (c) fostering good relations between those with and without a protected characteristic? Or is there a chance it could detract from any of those? These are the three parts of the Equality Act (2010) duty, which we are legally obliged to adhere to.

## Step 1: Impact of the work to be assessed

* Who does the work affect, and in what way? Think about audiences, staff, partners.

The system will be integrated (recruitment and HR) and the recruitment element will have a larger impact on external candidates applying for jobs as well as managers recruiting for new staff. The HR part of the system will primarily impact HR staff but also Library staff and managers via the self-service function.

* Might anyone else be affected indirectly?

No.

* Are any other policies or projects affected by this work?

Yes – relevant HR policies, for example recruitment as well as the recruitment research project.

## Step 2: Identify some evidence

You must show what will inform your assessment (step 3).

The most basic evidence is Census data. You could use this to identify how many people in Scotland have a certain characteristic, and how many use the Library.

The Scottish Government's [Equality Evidence Finder](https://www.gov.scot/collections/equality-evidence/) can be used to source more detailed and specific evidence relating to different characteristics.

What evidence and research have the Library already conducted that may inform your assessment.

Does the analysis of the evidence gathered indicate possible adverse impact on any protected group? Is there any reason to believe that people could be affected differently by the policy or project, for example in terms of access to a service, or the ability to take advantage of an opportunity?

Ensure to include any research you are drawing on in order to complete this assessment in the table below:

|  |  |
| --- | --- |
| Resource | Information |
| Rationale for procurement of new system  | The current HR system expires 31 March 2024, and a new system is therefore essential. The current recruitment system is renewed on an annual basis, and this gives us an opportunity to procure an integrated system which provides better for our needs. A single integrated system will reduce administrative tasks, improve workflows and the user experience for any successful candidates. It may also eliminate potential error by reducing data input requirements. |
| Scoping document and tender questions of new systems | The HR team drafted an initial scoping document outlining the requirements for the new system and this was then sent to other Library colleagues to input into this. These inputs were in relation to EDI (equality, diversity, inclusion), data protection and finance issues. Shortlisted suppliers will be asked to demonstrate their systems where they will be checked against the scoping document. |

## Step 3: Assess the impact

Please see [appendix 1](#Appendix1) for an outline of what is covered by these characteristics.

It may be helpful to look at the possible outcomes of this assessment before you start – see [step 4](#_Step_4:_Monitoring).

The following tables provide some prompting questions related to each characteristic, and space to identify whether there is a positive, negative or no effect on each part of the Equality Act (2010) duty with regards to that characteristic.

**A positive impact** is one where the policy, practice, process or service can improve access to your policies, practices, processes or services by removing barriers for equality groups, improve understanding between people who identify with a group and those who do not (for example people with a disability and those who are non-disabled) or both.

**A negative impact** may indicate the potential for direct or indirect discrimination, both of which are unlawful.

**Please note you need not provide written answers to the prompting questions, they are there to guide you through the kind of considerations that need to be made for each characteristic.**

When there is a need of full assessment, please consider and identify whether there is a positive, negative or no effect in following areas:

* Eliminating unlawful discrimination, harassment and victimisation;
* Advancing equality of opportunity;
* Promoting good relations among and between different groups.

|  |  |  |  |
| --- | --- | --- | --- |
| Positive | Negative | None | Reasons for decision |
|  |  |  |  |

### Age

Does the work impact on people of different ages differently?

* How might the work impact differently on children and young people, and older people?
* Could a 10 year-old and a 105 year-old easily use, attend this?
* Might age affect how the work is used, accessed or understood?
* How will the communication and engagement strategy take into account the differing needs of people of different ages?
* Does the work make blanket assumptions about age?
* Is there an opportunity to improve outcomes for a certain age group through this policy?

|  |  |  |  |
| --- | --- | --- | --- |
| Positive | Negative | None | Reasons for decision |
|  | X -HR part of the System |  | Older employees who are not required to use technology frequently in their roles or who do not use technology frequently in other aspects of their lives may need support with the self-service element of the new system. There will be training guides, user guides and employee workshops for all users at point of implementation. It is important to note that the current systems also have this potential negative impact and there is no indication that any new system will place this group at an additional disadvantage. |
|  |  | X - Recruitment part of the System | All line managers use or have used the existing recruitment system and are provided, where required with different degrees of HR support for this depending on their requirements.There will be user guides for line manager in using the recruitment system. All line managers are expected to have a level of competency in using IT systems. |
|  | X – Recruitment part of the System |  | For lower grade jobs, older applicants may not have access to the required technology or have the ability to complete an application on-line. We can ask the system provider if there are any options to cover this. The expectation is that the numbers would be extremely low and there is the ability to access the technology in other places, for example libraries. There is an expectation that older applicants applying for higher level jobs, given the requirement of these roles will have access to the required technology and the ability to complete the application online. It is important to note that this group are currently required to use technology or on-line application form when applying for posts at the Library. There is no indication that the new system will place an additional disadvantage for this group. |

### Disability

Does the work impact on disabled people differently to non-disabled people?

* How might your work impact differently on disabled people?
* What barriers – physical or attitudinal – might exist that could hinder disabled people's access and participation?
* What psychological barriers might exist for people with mental health issues?
* Will you need to consider different communication and engagement strategies to take into account disabled people's needs, and how will disabled people find out about this work, if it will affect them?
* Is take-up of this service, information or both disproportionately low by disabled people?
* Is there an opportunity for this work to improve outcomes for disabled people?
* Is this wheelchair accessible (lifts, doorways, height of written information, interactivity…)?
* Are there disabled toilets nearby?
* Have you assumed everyone attending will be able to hear and see?
* Have you assumed everyone attending will be able to walk?
* Has it been made clear in advance that anyone with specific needs can get in touch in advance, for example audio-description or subtitles required?
* Does this require people to declare if they have a disability? For example, they need a key to use the accessible toilet.

|  |  |  |  |
| --- | --- | --- | --- |
| Positive | Negative | None | Reasons for decision |
|  | X |  | For employees who are blind or have sight impairments, user guides created for recruitment system and manager and employee self-service will require to be accessibility checked. The scoping documents has a requirement for the system to be accessible and we will do further checks with the short-listed suppliers on system accessibility requirements. |

### Gender Reassignment

Does this work impact on transgender and cisgender people differently?

* How can you ensure that your work does not discriminate against transgender people – especially in terms of dignity?
* Are there any opportunities for advancing equality for transgender people through your policy?
* Does your policy present opportunities to tackle discrimination and harassment towards transgender people?
* Are there gender-neutral toilets in the building? How are you communicating their existence and location?

|  |  |  |  |
| --- | --- | --- | --- |
| Positive | Negative | None | Reasons for decision |
|  |  | X | There are no negative or positive implications in the procurement or implementation of the new HR and recruitment system on gender reassignment. The new system will allow us to record equalities data (as the current one does). The quality of reports may be improved in relation to reporting on this data. |

### Pregnancy and Maternity

Does this work impact on people because of maternity and pregnancy?

|  |  |  |  |
| --- | --- | --- | --- |
| Positive | Negative | None | Reasons for decision |
|  |  | X | There are no negative or positive implications in the procurement or implementation of the new HR and recruitment system on pregnancy and maternity.The new HR system will allow us to record maternity leave (as the current one does) and this may be easier in a new system. This is a HR managed (rather than staff member) system process. The new system will allow us to record equalities data (as the current one does). The quality of reports may be improved in relation to reporting on this data. |

### Race

Does this work impact on people of different races differently?

* Might your work impact differently on people of different ethnicities?
* How will you make sure that people from a wide range of ethnic backgrounds will be able to access your service or information?
* Have you considered different venues and places that you might need to use to advertise your policy or service?
* Are there any particular communities for whom take up of the service or information is disproportionately low?
* Are there any barriers (including cultural) that might impede a group of people from accessing your policy or information? Consider that not everybody will be able to understand English, either written or spoken.
* What opportunities does your policy present to tackle discrimination, and to advance equality of opportunity and help develop community cohesion?

|  |  |  |  |
| --- | --- | --- | --- |
| Positive | Negative | None | Reasons for decision |
|  |  | X | There are no negative or positive implications in the procurement or implementation of the new HR and recruitment system on race. The new system will allow us to record equalities data (as the current one does).The quality of reports may be improved in relation to reporting on this data. |

### Sex

Does this work impact on men and women in different ways?

* Will men and women be affected by this policy equally, or are there differences, in which case, are there actions needed that can be taken to redress the balance?
* Is it easier for men or women to find out about the work?
* Does the work have any in-built stereotypes about what men and women can and can't do, and does it seek to dismantle those?
* Does the work recognise the particular issues faced by certain groups of men and women, for example the additional barriers to employment faced by minority ethnic women?
* Is the space pushchair accessible?

|  |  |  |  |
| --- | --- | --- | --- |
| Positive | Negative | None | Reasons for decision |
|  |  | X | There are no negative or positive implications in the procurement or implementation of the new HR and recruitment system on sex.The new system will allow us to record equalities data (as the current one does).The quality of reports may be improved in relation to reporting on this data. |

### Sexual Orientation

Does this workpeople with different sexual orientations differently?

* Might your policy impact differently on people in the LGBTQ+ community in comparison to heterosexual people?
* Does your policy present opportunities to advance equality for lesbian, gay or bisexual people and to tackle discrimination and harassment?

|  |  |  |  |
| --- | --- | --- | --- |
| Positive | Negative | None | Reasons for decision |
|  |  | X | There are no negative or positive implications in the procurement or implementation of the new HR and recruitment system on sexual orientation.The new system will allow us to record equalities data (as the current one does).The quality of reports may be improved in relation to reporting on this data. |

### Religion or Belief

Does this work impact on people of different religions and beliefs differently?

* Might your work impact differently on people of different religions and beliefs, and those with no religion?
* Is the take up of or access to your policy, service or information disproportionately low amongst those of a particular religion or belief?
* How will your community engagement or communication strategy take into account different religious communities?
* Might different religions practices or observance need to be taken into account in the design of your work, or when consulting, for example, consider the potential impact of Ramadan or the Jewish Sabbath, dietary requirements at events, and so on?
* Does your work present an opportunity to tackle discrimination and to advance equality of opportunity and increase community cohesion between those of different faiths (and none)?
* Is this event on a religious holiday?

|  |  |  |  |
| --- | --- | --- | --- |
| Positive | Negative | None | Reasons for decision |
|  |  | X | There are no negative or positive implications in the procurement or implementation of the new HR and recruitment system on religious belief.The new system will allow us to record equalities data (as the current one does)The quality of reports may be improved in relation to reporting on this data. |

### Marriage and Civil Partnership

Does this work impact on people because of their marriage or civil partnership status?

|  |  |  |  |
| --- | --- | --- | --- |
| Positive | Negative | None | Reasons for decision |
|  |  | X | There are no negative or positive implications in the procurement or implementation of the new HR and recruitment system on marriage and civil partnership.The new system will allow us to record equalities data (as the current one does).The quality of reports may be improved in relation to reporting on this data. |

The following groups are not covered by the Equality Act (2010) but are covered in the Fairer Scotland Duty. We are not legally obliged to assess our work against this Duty but considering the impact of our work on these groups means we might reach more people and are addressing access issues pertinent to Scotland.

### Households with low or no income or wealth

How does this work impact on people with little or no income or wealth compared to those with more income or wealth?

* What are the public transport facilities to access this event in person?

|  |  |  |  |
| --- | --- | --- | --- |
| Positive | Negative | None | Reasons for decision |
|  | X |  | Applicants may not have access to the required technology to complete an application on-line. However, access is available in public spaces, for example community centres, libraries. Implications related to digital literacy which may be linked are covered below. |

### Rural or island location

Does this work impact differently on people living in rural or island locations compared to those in urban areas, particularly the Central Belt?

* Will this work be available online?

|  |  |  |  |
| --- | --- | --- | --- |
| Positive | Negative | None | Reasons for decision |
| X |  |  | The new HR and recruitment system will be cloud based and accessible from rural or island locations. |

### Digital literacy and access

Does this work impact differently on people with high digital literacy and easy access to the internet and computing, compared to those with lower digital literacy and less access?

* Is this work only available online?
* What are the public transport facilities to access this event in person?

|  |  |  |  |
| --- | --- | --- | --- |
| Positive | Negative | None | Reasons for decision |
|  | X |  | These are new digital systems and a degree of digital literacy will be required for employees, for example to change their address, in the new system. The current system allows for this also and where required employees are directed to the current self-service login with instructions (which are on the front HR page) and are able to do this themselves. A similar approach, with clear user guides and workshops will be taken with the new system. |

## Step 4: Monitoring

* How will this work be monitored, evaluated to check progress on any equality issues that may arise or have arisen in the EqIA?

System Accessibility - At procurement stage, questions about accessibility of new system, for example in relation to those with sight impairments, hearing impairments or both will be asked.

User guides - User guides will be assessed for clarity with a user group.

* Who will carry this out?

System Accessibility - Procurement Evaluation Panel: Christine Miller, Janet Stewart, Emma Scappaticcio.

User guides - User group – to be formed (via Christine Miller, Project Manager).

* How often will this be carried out?

System Accessibility: At procurement phased – April to June.

User guides: At implementation phase – January to March.

## Step 5: Publishing

Publish screening form on website.

Part of our Equality Act (2010) duty is to make our EqIAs publicly available.

## Sign off

### Stage 1: For the EDI officer to sign off

|  |  |
| --- | --- |
| Do you accept the outcome? Yes or No | Yes |
| If no, what action do you recommend or require? |  |
| Signed | E. Muniandy |
| Date | 30 May 2023  |

### Stage 2: For the Equalities Review Group to sign off

|  |  |
| --- | --- |
| Do you accept the outcome? Yes or No | Yes |
| If no, what action do you recommend or require? |  |
| Signed | E. Muniandy |
| Date | 15 June 2023  |

## Appendix 1: definition, scope of some of the protected characteristics

* Disability. Bear in mind this is broad. It can be a range of conditions that have a substantial and long-term adverse effect on an individual's ability to carry out normal day-to-day activities, and can be mental (such as a learning disability or depression) or physical (such as sight difficulties, hearing difficulties, epilepsy, MS), and disability can be hidden.
* Gender re-assignment. This refers to a person's internal self-perception of their gender. It refers to a whole range of people who find their gender identity or gender expression differs in some way from the gender assumption made by others about them when they were born. In law, gender reassignment applies to people who are undergoing, propose to undergo or have undergone a process of changing gender.
* Race. This includes colour, ethnic, or national origins. This includes Gypsies, Travellers, refugees and asylum seekers. Consider not only visible but also non-visible ethnicities such as Eastern European people.
* Religion or belief. Religion is "any religion and a reference to religion includes reference to a lack of religion", and belief is any religious or philosophical belief, including lack of belief. Case law has shown that environmentalism is considered a belief system.



# Equality impact assessment (EqIA) form - Implementation of Jira Service Management solution

|  |  |
| --- | --- |
| Title of work to be assessed | Implementation of Jira Service Management solution  |
| Assessment undertaken by | Lynn King |
| Date of assessment submission | 30 September 2022 |
| Details of the work being assessed | This is to consider the possible implications of using a new IT Helpdesk system for staff who are experiencing IT issues. It will help IT staff better organise and prioritise the help that is needed by staff, as well as provide more resources for staff to access to help themselves resolve specific issues. |
| Who from EqIA Review group have you discussed this with? | E. Muniandy |

## Introduction: Timeline and purpose of the form

This equality impact assessment form must be completed **before** you have developed or revised the work in question. This form must inform your development or revision.

This task and form should not be completed by one person – it should be a team effort where possible.

The purpose of the assessment is to identify the following:

* Might anyone be denied or find it harder to access this work because of a characteristic they have?
* Will this work contribute to (a) eliminating discrimination and harassment, (b) advancing equality of opportunity and (c) fostering good relations between those with and without a protected characteristic? Or is there a chance it could detract from any of those? These are the three parts of the Equality Act (2010) duty, which we are legally obliged to adhere to.

## Step 1: Impact of the work to be assessed

* Who does the work affect, and in what way? Think about audiences, staff, partners.

All Library staff members, volunteers, students and interns. Will also include all Agency for Legal Deposit Library staff.

* Might anyone else be affected indirectly?

No.

* Are any other policies or projects affected by this work?

Some IT Policies may need refreshed or updated in order to refer to the new system, workflows and processes.

## Step 2: Identify some evidence

You must show what will inform your assessment (step 3).

The most basic evidence is Census data. You could use this to identify how many people in Scotland have a certain characteristic, and how many use the Library.

The Scottish Government's [Equality Evidence Finder](https://www.gov.scot/collections/equality-evidence/) can be used to source more detailed and specific evidence relating to different characteristics.

What evidence and research have the Library already conducted that may inform your assessment.

Does the analysis of the evidence gathered indicate possible adverse impact on any protected group? Is there any reason to believe that people could be affected differently by the policy or project, for example in terms of access to a service, or the ability to take advantage of an opportunity?

Ensure to include any research you are drawing on in order to complete this assessment in the table below:

|  |  |
| --- | --- |
| Resource | Information |
| IT Staff  | Existing awareness of user base and considerations of characteristics in future workforce. |

## Step 3: Assess the impact

Please see [appendix 1](#Appendix1) for an outline of what is covered by these characteristics.

It may be helpful to look at the possible outcomes of this assessment before you start – see [step 4](#_Step_4:_Monitoring).

The following tables provide some prompting questions related to each characteristic, and space to identify whether there is a positive, negative or no effect on each part of the Equality Act (2010) duty with regards to that characteristic.

**A positive impact** is one where the policy, practice, process or service can improve access to your policies, practices, processes or services by removing barriers for equality groups, improve understanding between people who identify with a group and those who do not (for example people with a disability and those who are non-disabled) or both.

**A negative impact** may indicate the potential for direct or indirect discrimination, both of which are unlawful.

**Please note you need not provide written answers to the prompting questions, they are there to guide you through the kind of considerations that need to be made for each characteristic.**

When there is a need of full assessment, please consider and identify whether there is a positive, negative or no effect in following areas:

* Eliminating unlawful discrimination, harassment and victimisation;
* Advancing equality of opportunity;
* Promoting good relations among and between different groups.

|  |  |  |  |
| --- | --- | --- | --- |
| Positive | Negative | None | Reasons for decision |
|  |  |  |  |

### Age

Does the work impact on people of different ages differently?

* How might the work impact differently on children and young people, and older people?
* Could a 10 year-old and a 105 year-old easily use, attend this?
* Might age affect how the work is used, accessed or understood?
* How will the communication and engagement strategy take into account the differing needs of people of different ages?
* Does the work make blanket assumptions about age?
* Is there an opportunity to improve outcomes for a certain age group through this policy?

|  |  |  |  |
| --- | --- | --- | --- |
| Positive | Negative | None | Reasons for decision |
|  |  | X | Age is not a barrier in being able to access or use the new, online IT Servicedesk platform and its functions.  |

### Disability

Does the work impact on disabled people differently to non-disabled people?

* How might your work impact differently on disabled people?
* What barriers – physical or attitudinal – might exist that could hinder disabled people's access and participation?
* What psychological barriers might exist for people with mental health issues?
* Will you need to consider different communication and engagement strategies to take into account disabled people's needs, and how will disabled people find out about this work, if it will affect them?
* Is take-up of this service, information or both disproportionately low by disabled people?
* Is there an opportunity for this work to improve outcomes for disabled people?
* Is this wheelchair accessible (lifts, doorways, height of written information, interactivity…)?
* Are there disabled toilets nearby?
* Have you assumed everyone attending will be able to hear and see?
* Have you assumed everyone attending will be able to walk?
* Has it been made clear in advance that anyone with specific needs can get in touch in advance, for example audio-description or subtitles required?
* Does this require people to declare if they have a disability? For example, they need a key to use the accessible toilet.

|  |  |  |  |
| --- | --- | --- | --- |
| Positive | Negative | None | Reasons for decision |
|  | X |  | Where disabled staff are unable to use the system, and we are unable to rectify this using reasonable adjustments (for example the overlay of assistive technologies), there will still be other methods to interact with the IT Helpdesk service, for example in person, via email and telephone. It is intended to establish a small testing group from our user community, and we hope to involve current staff members, who we know to have additional needs when accessing digital resources. |

### Gender Reassignment

Does this work impact on transgender and cisgender people differently?

* How can you ensure that your work does not discriminate against transgender people – especially in terms of dignity?
* Are there any opportunities for advancing equality for transgender people through your policy?
* Does your policy present opportunities to tackle discrimination and harassment towards transgender people?
* Are there gender-neutral toilets in the building? How are you communicating their existence and location?

|  |  |  |  |
| --- | --- | --- | --- |
| Positive | Negative | None | Reasons for decision |
|  |  | X | Gender Reassignment is not a barrier in being able to access or use the new, online IT Servicedesk platform and its functions.  |

### Pregnancy and Maternity

Does this work impact on people because of maternity and pregnancy?

|  |  |  |  |
| --- | --- | --- | --- |
| Positive | Negative | None | Reasons for decision |
| X |  |  | As the new system is cloud based there is no requirement be onsite or have a Library device to be able to use it. |

### Race

Does this work impact on people of different races differently?

* Might your work impact differently on people of different ethnicities?
* How will you make sure that people from a wide range of ethnic backgrounds will be able to access your service or information?
* Have you considered different venues and places that you might need to use to advertise your policy or service?
* Are there any particular communities for whom take up of the service or information is disproportionately low?
* Are there any barriers (including cultural) that might impede a group of people from accessing your policy or information? Consider that not everybody will be able to understand English, either written or spoken.
* What opportunities does your policy present to tackle discrimination, and to advance equality of opportunity and help develop community cohesion?

|  |  |  |  |
| --- | --- | --- | --- |
| Positive | Negative | None | Reasons for decision |
|  |  | X | Although the new solution will be delivered in English the use of translation technology overlays would likely resolve any language barrier. However, Library staff need to be able to speak and understand English in order to work in the organisation in the first place.  |

### Sex

Does this work impact on men and women in different ways?

* Will men and women be affected by this policy equally, or are there differences, in which case, are there actions needed that can be taken to redress the balance?
* Is it easier for men or women to find out about the work?
* Does the work have any in-built stereotypes about what men and women can and can't do, and does it seek to dismantle those?
* Does the work recognise the particular issues faced by certain groups of men and women, for example the additional barriers to employment faced by minority ethnic women?
* Is the space pushchair accessible?

|  |  |  |  |
| --- | --- | --- | --- |
| Positive | Negative | None | Reasons for decision |
|  |  | X | Sex is not a barrier in being able to access or use the new, online IT Servicedesk platform and its functions. |

### Sexual Orientation

Does this workpeople with different sexual orientations differently?

* Might your policy impact differently on people in the LGBTQ+ community in comparison to heterosexual people?
* Does your policy present opportunities to advance equality for lesbian, gay or bisexual people and to tackle discrimination and harassment?

|  |  |  |  |
| --- | --- | --- | --- |
| Positive | Negative | None | Reasons for decision |
|  |  | X | Sexual Orientation is not a barrier in being able to access or use the new, online IT Servicedesk platform and its functions.  |

### Religion or Belief

Does this work impact on people of different religions and beliefs differently?

* Might your work impact differently on people of different religions and beliefs, and those with no religion?
* Is the take up of or access to your policy, service or information disproportionately low amongst those of a particular religion or belief?
* How will your community engagement or communication strategy take into account different religious communities?
* Might different religions practices or observance need to be taken into account in the design of your work, or when consulting, for example, consider the potential impact of Ramadan or the Jewish Sabbath, dietary requirements at events, and so on?
* Does your work present an opportunity to tackle discrimination and to advance equality of opportunity and increase community cohesion between those of different faiths (and none)?
* Is this event on a religious holiday?

|  |  |  |  |
| --- | --- | --- | --- |
| Positive | Negative | None | Reasons for decision |
|  |  | X | Religion or Belief is not a barrier in being able to access or use the new, online IT Servicedesk platform and its functions. |

### Marriage and Civil Partnership

Does this work impact on people because of their marriage or civil partnership status?

|  |  |  |  |
| --- | --- | --- | --- |
| Positive | Negative | None | Reasons for decision |
|  |  | X | Marital or Civil Partner status is not a barrier in being able to access or use the new, online IT Servicedesk platform and its functions. |

The following groups are not covered by the Equality Act (2010) but are covered in the Fairer Scotland Duty. We are not legally obliged to assess our work against this Duty but considering the impact of our work on these groups means we might reach more people and are addressing access issues pertinent to Scotland.

### Households with low or no income or wealth

How does this work impact on people with little or no income or wealth compared to those with more income or wealth?

* What are the public transport facilities to access this event in person?

|  |  |  |  |
| --- | --- | --- | --- |
| Positive | Negative | None | Reasons for decision |
|  |  | X | Not applicable – impacts staff onsite or home workers who have already confirmed necessary facilities to connect online.  |

### Rural or island location

Does this work impact differently on people living in rural or island locations compared to those in urban areas, particularly the Central Belt?

* Will this work be available online?

|  |  |  |  |
| --- | --- | --- | --- |
| Positive | Negative | None | Reasons for decision |
|  |  | X | Not applicable – impacts staff onsite or home workers who have already confirmed necessary facilities to connect online.  |

### Digital literacy and access

Does this work impact differently on people with high digital literacy and easy access to the internet and computing, compared to those with lower digital literacy and less access?

* Is this work only available online?
* What are the public transport facilities to access this event in person?

|  |  |  |  |
| --- | --- | --- | --- |
| Positive | Negative | None | Reasons for decision |
| X | X |  | The solution is only available online however a standard staff competency, as determined during recruitment, should be adequate to support use of this new solution. However, training, support or both can be offered if not and there will still be other methods to interact with the IT Helpdesk service, for example in person, via email and telephone. Improving Digital skills sits at the core of the Library’s strategy and all staff members are supported with easy access to our online core business tools. |

## Step 4: Monitoring

* How will this work be monitored, evaluated to check progress on any equality issues that may arise or have arisen in the EqIA?

The IT Support service, using this new Jira ServiceDesk platform will continue to be developed and improved with a focus on a more self service approach.

* Who will carry this out?

IT Support Manager.

* How often will this be carried out?

As we make significant changes to the service model and introduce new functions and services under the ServiceDesk platform.

## Step 5: Publishing

Publish screening form on website.

Part of our Equality Act (2010) duty is to make our EqIAs publicly available.

## Sign off

### Stage 1: For the EDI officer to sign off

|  |  |
| --- | --- |
| Do you accept the outcome? Yes or No | Yes |
| If no, what action do you recommend or require? |  |
| Signed | E. Muniandy |
| Date | 05 October 2022  |

### Stage 2: For the Equalities Review Group to sign off

|  |  |
| --- | --- |
| Do you accept the outcome? Yes or No | Yes |
| If no, what action do you recommend or require? |  |
| Signed | E. Muniandy |
| Date | 07 November 2022 |

## Appendix 1: definition, scope of some of the protected characteristics

* Disability. Bear in mind this is broad. It can be a range of conditions that have a substantial and long-term adverse effect on an individual's ability to carry out normal day-to-day activities, and can be mental (such as a learning disability or depression) or physical (such as sight difficulties, hearing difficulties, epilepsy, MS), and disability can be hidden.
* Gender re-assignment. This refers to a person's internal self-perception of their gender. It refers to a whole range of people who find their gender identity or gender expression differs in some way from the gender assumption made by others about them when they were born. In law, gender reassignment applies to people who are undergoing, propose to undergo or have undergone a process of changing gender.
* Race. This includes colour, ethnic, or national origins. This includes Gypsies, Travellers, refugees and asylum seekers. Consider not only visible but also non-visible ethnicities such as Eastern European people.
* Religion or belief. Religion is "any religion and a reference to religion includes reference to a lack of religion", and belief is any religious or philosophical belief, including lack of belief. Case law has shown that environmentalism is considered a belief system.



# Equality impact assessment (EqIA) form - Revising Security Arrangements During Fire Alarm Activations

|  |  |
| --- | --- |
| Title of work to be assessed | Revising Security Arrangements During Fire Alarm Activations  |
| Assessment undertaken by | Mike Galloway |
| Date of assessment submission | 17 May 2023 |
| Details of the work being assessed | The assistance of a specialist consultant is being secured to 1. Assess, review and develop standard operating procedures for investigating a fire alarm activation at the George IV Bridge, Causewayside building and Lawnmarket buildings.
2. Develop and deliver 7 times 90 minute competency training programmes based on the new arrangements as drawn up around Para 1. It is envisaged that these training programmes will be delivered on site over four days. All courses must be completed by end of June latest. Course attendee names will be supplied in advance and attendance certificates are to be issued for each individual course attendee.
3. Assist with the development of procedural arrangements around the introduction of a four minute delayed evacuation system at the George IV Bridge and Lawnmarket buildings. It is estimated that this may involve an additional three 3-hours work with any site visits being timed to coincide with training day visits in accordance with Para 2 above.

This work is to be completed during June 2023.In essence this work will only –Impact Security staff,Lead to changes to existing Standard Operating Procedures in the Security Unit i.e no precedents are being set under this arrangement. |
| Who from EqIA Review group have you discussed this with? | E. Muniandy, T. Pirih |

## Introduction: Timeline and purpose of the form

This equality impact assessment form must be completed **before** you have developed or revised the work in question. This form must inform your development or revision.

This task and form should not be completed by one person – it should be a team effort where possible.

The purpose of the assessment is to identify the following:

* Might anyone be denied or find it harder to access this work because of a characteristic they have?
* Will this work contribute to (a) eliminating discrimination and harassment, (b) advancing equality of opportunity and (c) fostering good relations between those with and without a protected characteristic? Or is there a chance it could detract from any of those? These are the three parts of the Equality Act (2010) duty, which we are legally obliged to adhere to.

## Step 1: Impact of the work to be assessed

* Who does the work affect, and in what way? Think about audiences, staff, partners.
* Might anyone else be affected indirectly?
* Are any other policies or projects affected by this work?

## Step 2: Identify some evidence

You must show what will inform your assessment (step 3).

The most basic evidence is Census data. You could use this to identify how many people in Scotland have a certain characteristic, and how many use the Library.

The Scottish Government's [Equality Evidence Finder](https://www.gov.scot/collections/equality-evidence/) can be used to source more detailed and specific evidence relating to different characteristics.

What evidence and research have the Library already conducted that may inform your assessment.

Does the analysis of the evidence gathered indicate possible adverse impact on any protected group? Is there any reason to believe that people could be affected differently by the policy or project, for example in terms of access to a service, or the ability to take advantage of an opportunity?

Ensure to include any research you are drawing on in order to complete this assessment in the table below:

|  |  |
| --- | --- |
| Resource | Information |
| Equality Evidence Finder  | Business, Enterprise and Tourism Data |

## Step 3: Assess the impact

Please see [appendix 1](#Appendix1) for an outline of what is covered by these characteristics.

It may be helpful to look at the possible outcomes of this assessment before you start – see [step 4](#_Step_4:_Monitoring).

The following tables provide some prompting questions related to each characteristic, and space to identify whether there is a positive, negative or no effect on each part of the Equality Act (2010) duty with regards to that characteristic.

**A positive impact** is one where the policy, practice, process or service can improve access to your policies, practices, processes or services by removing barriers for equality groups, improve understanding between people who identify with a group and those who do not (for example people with a disability and those who are non-disabled) or both.

**A negative impact** may indicate the potential for direct or indirect discrimination, both of which are unlawful.

**Please note you need not provide written answers to the prompting questions, they are there to guide you through the kind of considerations that need to be made for each characteristic.**

When there is a need of full assessment, please consider and identify whether there is a positive, negative or no effect in following areas:

* Eliminating unlawful discrimination, harassment and victimisation;
* Advancing equality of opportunity;
* Promoting good relations among and between different groups.

|  |  |  |  |
| --- | --- | --- | --- |
| Positive | Negative | None | Reasons for decision |
|  |  |  |  |

### Age

Does the work impact on people of different ages differently?

* How might the work impact differently on children and young people, and older people?
* Could a 10 year-old and a 105 year-old easily use, attend this?
* Might age affect how the work is used, accessed or understood?
* How will the communication and engagement strategy take into account the differing needs of people of different ages?
* Does the work make blanket assumptions about age?
* Is there an opportunity to improve outcomes for a certain age group through this policy?

|  |  |  |  |
| --- | --- | --- | --- |
| Positive | Negative | None | Reasons for decision |
|  |  | X | Impact is limited to altering or adjusting current arrangements within the Security Unit only. |

### Disability

Does the work impact on disabled people differently to non-disabled people?

* How might your work impact differently on disabled people?
* What barriers – physical or attitudinal – might exist that could hinder disabled people's access and participation?
* What psychological barriers might exist for people with mental health issues?
* Will you need to consider different communication and engagement strategies to take into account disabled people's needs, and how will disabled people find out about this work, if it will affect them?
* Is take-up of this service, information or both disproportionately low by disabled people?
* Is there an opportunity for this work to improve outcomes for disabled people?
* Is this wheelchair accessible (lifts, doorways, height of written information, interactivity…)?
* Are there disabled toilets nearby?
* Have you assumed everyone attending will be able to hear and see?
* Have you assumed everyone attending will be able to walk?
* Has it been made clear in advance that anyone with specific needs can get in touch in advance, for example audio-description or subtitles required?
* Does this require people to declare if they have a disability? For example, they need a key to use the accessible toilet.

|  |  |  |  |
| --- | --- | --- | --- |
| Positive | Negative | None | Reasons for decision |
|  |  | X | Impact is limited to altering or adjusting current arrangements within the Security Unit only. |

### Gender Reassignment

Does this work impact on transgender and cisgender people differently?

* How can you ensure that your work does not discriminate against transgender people – especially in terms of dignity?
* Are there any opportunities for advancing equality for transgender people through your policy?
* Does your policy present opportunities to tackle discrimination and harassment towards transgender people?
* Are there gender-neutral toilets in the building? How are you communicating their existence and location?

|  |  |  |  |
| --- | --- | --- | --- |
| Positive | Negative | None | Reasons for decision |
|  |  | X | Impact is limited to altering or adjusting current arrangements within the Security Unit only. |

### Pregnancy and Maternity

Does this work impact on people because of maternity and pregnancy?

|  |  |  |  |
| --- | --- | --- | --- |
| Positive | Negative | None | Reasons for decision |
|  |  | X | Impact is limited to altering or adjusting current arrangements within the Security Unit only. |

### Race

Does this work impact on people of different races differently?

* Might your work impact differently on people of different ethnicities?
* How will you make sure that people from a wide range of ethnic backgrounds will be able to access your service or information?
* Have you considered different venues and places that you might need to use to advertise your policy or service?
* Are there any particular communities for whom take up of the service or information is disproportionately low?
* Are there any barriers (including cultural) that might impede a group of people from accessing your policy or information? Consider that not everybody will be able to understand English, either written or spoken.
* What opportunities does your policy present to tackle discrimination, and to advance equality of opportunity and help develop community cohesion?

|  |  |  |  |
| --- | --- | --- | --- |
| Positive | Negative | None | Reasons for decision |
|  |  | X | Impact is limited to altering or adjusting current arrangements within the Security Unit only. |

### Sex

Does this work impact on men and women in different ways?

* Will men and women be affected by this policy equally, or are there differences, in which case, are there actions needed that can be taken to redress the balance?
* Is it easier for men or women to find out about the work?
* Does the work have any in-built stereotypes about what men and women can and can't do, and does it seek to dismantle those?
* Does the work recognise the particular issues faced by certain groups of men and women, for example the additional barriers to employment faced by minority ethnic women?
* Is the space pushchair accessible?

|  |  |  |  |
| --- | --- | --- | --- |
| Positive | Negative | None | Reasons for decision |
|  |  | X | Impact is limited to altering or adjusting current arrangements within the Security Unit only. |

### Sexual Orientation

Does this workpeople with different sexual orientations differently?

* Might your policy impact differently on people in the LGBTQ+ community in comparison to heterosexual people?
* Does your policy present opportunities to advance equality for lesbian, gay or bisexual people and to tackle discrimination and harassment?

|  |  |  |  |
| --- | --- | --- | --- |
| Positive | Negative | None | Reasons for decision |
|  |  | X | Impact is limited to altering or adjusting current arrangements within the Security Unit only. |

### Religion or Belief

Does this work impact on people of different religions and beliefs differently?

* Might your work impact differently on people of different religions and beliefs, and those with no religion?
* Is the take up of or access to your policy, service or information disproportionately low amongst those of a particular religion or belief?
* How will your community engagement or communication strategy take into account different religious communities?
* Might different religions practices or observance need to be taken into account in the design of your work, or when consulting, for example, consider the potential impact of Ramadan or the Jewish Sabbath, dietary requirements at events, and so on?
* Does your work present an opportunity to tackle discrimination and to advance equality of opportunity and increase community cohesion between those of different faiths (and none)?
* Is this event on a religious holiday?

|  |  |  |  |
| --- | --- | --- | --- |
| Positive | Negative | None | Reasons for decision |
|  |  | X | Impact is limited to altering or adjusting current arrangements within the Security Unit only. |

### Marriage and Civil Partnership

Does this work impact on people because of their marriage or civil partnership status?

|  |  |  |  |
| --- | --- | --- | --- |
| Positive | Negative | None | Reasons for decision |
|  |  | X | Impact is limited to altering or adjusting current arrangements within the Security Unit only. |

The following groups are not covered by the Equality Act (2010) but are covered in the Fairer Scotland Duty. We are not legally obliged to assess our work against this Duty but considering the impact of our work on these groups means we might reach more people and are addressing access issues pertinent to Scotland.

### Households with low or no income or wealth

How does this work impact on people with little or no income or wealth compared to those with more income or wealth?

* What are the public transport facilities to access this event in person?

|  |  |  |  |
| --- | --- | --- | --- |
| Positive | Negative | None | Reasons for decision |
|  |  | X | Impact is limited to altering or adjusting current arrangements within the Security Unit only. |

### Rural or island location

Does this work impact differently on people living in rural or island locations compared to those in urban areas, particularly the Central Belt?

* Will this work be available online?

|  |  |  |  |
| --- | --- | --- | --- |
| Positive | Negative | None | Reasons for decision |
|  |  | X | Impact is limited to altering or adjusting current arrangements within the Security Unit only. |

### Digital literacy and access

Does this work impact differently on people with high digital literacy and easy access to the internet and computing, compared to those with lower digital literacy and less access?

* Is this work only available online?
* What are the public transport facilities to access this event in person?

|  |  |  |  |
| --- | --- | --- | --- |
| Positive | Negative | None | Reasons for decision |
|  |  | X | Impact is limited to altering or adjusting current arrangements within the Security Unit only. |

## Step 4: Monitoring

* How will this work be monitored, evaluated to check progress on any equality issues that may arise or have arisen in the EqIA?

Security Manager.

* Who will carry this out?

Mark Lamb.

* How often will this be carried out?

## Step 5: Publishing

Publish screening form on website.

Part of our Equality Act (2010) duty is to make our EqIAs publicly available.

## Sign off

### Stage 1: For the EDI officer to sign off

|  |  |
| --- | --- |
| Do you accept the outcome? Yes or No | Yes |
| If no, what action do you recommend or require? |  |
| Signed | E. Muniandy |
| Date | 17 May 2023 |

### Stage 2: For the Equalities Review Group to sign off

|  |  |
| --- | --- |
| Do you accept the outcome? Yes or No | Yes |
| If no, what action do you recommend or require? |  |
| Signed | E. Muniandy |
| Date | 15 June 2023  |

## Appendix 1: definition, scope of some of the protected characteristics

* Disability. Bear in mind this is broad. It can be a range of conditions that have a substantial and long-term adverse effect on an individual's ability to carry out normal day-to-day activities, and can be mental (such as a learning disability or depression) or physical (such as sight difficulties, hearing difficulties, epilepsy, MS), and disability can be hidden.
* Gender re-assignment. This refers to a person's internal self-perception of their gender. It refers to a whole range of people who find their gender identity or gender expression differs in some way from the gender assumption made by others about them when they were born. In law, gender reassignment applies to people who are undergoing, propose to undergo or have undergone a process of changing gender.
* Race. This includes colour, ethnic, or national origins. This includes Gypsies, Travellers, refugees and asylum seekers. Consider not only visible but also non-visible ethnicities such as Eastern European people.
* Religion or belief. Religion is "any religion and a reference to religion includes reference to a lack of religion", and belief is any religious or philosophical belief, including lack of belief. Case law has shown that environmentalism is considered a belief system.