Equality Impact Assessment forms – Policies

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# **Equality impact assessment (EqIA) form - Acceptable Use Policy**

|  |  |
| --- | --- |
| Title of work to be assessed | Acceptable Use Policy |
| Assessment undertaken by | IT Support Manager |
| Date of assessment submission | 29 December 2022 – amended August 2023 following EqIA Review Group comments |
| Details of the work being assessed | The Acceptable Use of IT services and equipment has been in existence since 2006 and clearly outlines what, from an information technology (IT) perspective, a user can and cannot do when using Library IT and associated resources.  It is supported by a framework of IT/Digital related policies and is reviewed every two years. |
| 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 task and form should not be completed by one person – it should be a team effort where possible.

For detailed guidelines on how to work on an EqIA form please read and follow **Equality Impact Assessment Guidance**.

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

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

This policy impacts Library staff. As users, staff must understand and take responsibility for the IT resources (hardware network and software) made available to them. This policy provides the Library with a legal mechanism to compel compliance and outlines the penalties for non-compliance.

* Might anyone else be affected indirectly?

Non-staff such as IT contractors requiring authenticated access to Library system, services, data and so on.

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

This is a policy.

## **Step 2: Identify some evidence**

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

The most basic evidence is Census data. 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. - link to Insights Hub

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

|  |  |
| --- | --- |
| Resource that informs your assessment | Information provided by the resource |
| Library IT and Network systems  JISC (Janet) Acceptable Use Policy  Eduroam UK Policy  Registered Readers – Terms of Use  Hybrid Working Policy  BYOD Policy  Data Protection Policy  Discipline Policy  Information Security Policy  IT Access Control Policy  Mobile Devices Security Framework  Password Policy  Records Management Policy  Social Media Policy  Computer Misuse Act 1990  Data Protection Act 1998  Health and Safety at Work Act  Freedom of Information Act  Regulation of Investigatory Powers Act  Telecommunications Regulations  GDPR Legislation  Scottish Government Cyber Resilience Strategy  Cyber Essentials requirements | Compliance with existing policies and current applicable UK and Scottish law. |

## **Step 3: Assess the impact**

It may be helpful to look at the possible outcomes of this assessment before you start – see step 4.

**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 and/or improve understanding between groups.

**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.**

### **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 | There is no discerned negative impact on any of the protected characteristics groups. The IT Acceptable Use Policy exists to strengthen the security of all users and Library data. |

### **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 or information 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 | There is no discerned negative impact on any of the protected characteristics groups. The IT Acceptable Use Policy exists to strengthen the security of all users and Library data.  Staff with physical disabilities, cognitive disabilities or both may not be able to access, read or understand the policy document.    Staff with physical disabilities will have been assessed to ensure they have the equipment and facilities so that they may use Library documents.    Staff with cognitive disabilities may have been assessed to ensure support is provided in assisting them in reading and understanding Library documents.    IT Support provides support to staff to assist them in the use of Library systems, services and policies. HR provides training services. Line managers provide support. |

### **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 is no discerned negative impact on any of the protected characteristics groups. The IT Acceptable Use Policy exists to strengthen the security of all users and Library data. |

### **Pregnancy and Maternity**

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

|  |  |  |  |
| --- | --- | --- | --- |
| Positive | Negative | None | Reasons for decision |
|  |  | X | There is no discerned negative impact on any of the protected characteristics groups. The IT Acceptable Use Policy exists to strengthen the security of all users and Library 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 and 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/information is disproportionately low?
* Are there any barriers (including cultural) that might impede a group of people from accessing your policy and 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 is no discerned negative impact on any of the protected characteristics groups. The IT Acceptable Use Policy exists to strengthen the security of all users and Library 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 is no discerned negative impact on any of the protected characteristics groups. The IT Acceptable Use Policy exists to strengthen the security of all users and Library 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 is no discerned negative impact on any of the protected characteristics groups. The IT Acceptable Use Policy exists to strengthen the security of all users and Library data. |

### **Religion or Belief**

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

* Might your work impact people differently depend on their religion and beliefs as well as 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 and 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 is no discerned negative impact on any of the protected characteristics groups. The IT Acceptable Use Policy exists to strengthen the security of all users and Library 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 is no discerned negative impact on any of the protected characteristics groups. The IT Acceptable Use Policy exists to strengthen the security of all users and Library 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 | This is a policy for Library staff. |

### **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 | This is a policy for all Library staff. |

### **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 | There is no discerned negative impact on any of the protected characteristics groups. The IT Acceptable Use Policy exists to strengthen the security of all users and Library data.  Staff with lower digital literacy may not be able to open the document to read.    However, Library employees are required to have a minimum level of digital literacy to perform their duties, and IT Support provides support to staff with lower levels of literacy. |

## **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 EqIA will be reviewed when the policy is next scheduled for review.

* Who will carry this out?

IT Support Manager.

* How often will this be carried out?

Once every two years.

**Step 5: Publishing**

Publish screening form on website. EqIAs will be published in 6-month cycles. 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 | 01 February 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 | 29 August 2023 |



# **Equality impact assessment (EqIA) form - Digital Preservation Policy**

|  |  |
| --- | --- |
| Title of work to be assessed | Digital Preservation Policy |
| Assessment undertaken by | Lee Hibberd, Digital Preservation Manager |
| Date of assessment submission | 12 July 2023 (updated 21 July 2023) |
| Details of the work being assessed | These are instructions for staff about how to look after and make accessible our digital items (both born digital and ones that have been digitised). |
| Who from EqIA Review group have you discussed this with? | T. Pirih, 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 task and form should not be completed by one person – it should be a team effort where possible.

For guidelines on how to work on an EqIA form please read and follow **Equality Impact Assessment Guidance**.

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

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

This policy applies to all employees, contractors, consultants, volunteers and authorised third parties who are involved in working with digital collections and archived business records that the Library preserves, and physical content that will be digitised within 10 years.

The policy is built on seven principles: Effective Governance; Sustainability; Transparency; Knowledge Transfer; Safeguarding Collections; Access; Third Party Alignment. Practically, it applies to several audiences that include staff, volunteers, external providers of digital collections, auditors and digital preservation specialists, and public users of preserved material. With this in mind areas, of the policy that could impact people’s characteristics include statements on:

* + External providers of digital collections such as donors and commercial publishers needing to provide the Library with content and legal information about ownership and rights.
  + Documentation of processes and procedures for staff and auditors.
  + Testing and training staff so they understand documentation, processes, procedures and disaster recovery.
  + Library staff sharing ideas with members of the digital preservation and information management communities.
  + Increasing the number and diversity of people outside of the Library who know about and collaborate with digital preservation through communications and placements.
  + Public and staff accessing preserved digital content.

Almost all content is provided through digital means and so requires some digital literacy, and preservation practitioners require high levels of proficiency.

* Might anyone else be affected indirectly?

Although most of the policy is targeted at staff, the policy describes, in general terms, how access will be provided to others. Where the Library is able, preserved content is made available to the public online, onsite through computers, and less often through presentations, print, screenings or other forms of communication. The biggest barrier to public use is a lack of online access, or an inability to travel to Glasgow or Edinburgh to access preserved content that cannot leave the premises. These barriers will not be remedied by this policy. Some personal characteristics such as sight or hearing loss can reduce use further.

In response to undertaking the equality impact assessment the Digital Preservation Policy has been changed to highlight that the online access we provide to preserved collections is free, and that when designing access services we follow the Equality Act (2010) and make Equality Impact Assessments. Changes were approved by the Digital Preservation Steering Group on the 18 July 2023 who are the owners of the policy.

FUTURE ACTION: The digital preservation team will update their procedures when they work with colleagues to assess existing and prospective digital collections that require digital preservation. Colleagues will be advised to refer to the Library’s Equality Impact Assessment when considering how they want to provide access to the content and to whom.

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

This policy has connections with a range of other policies, and as a policy sets out requirements for how other pieces of work and projects related to digital preservation should be undertaken. This policy is instructed by other policies which have or will be responsible for equality impacts, for example: the Collection Development policy determines what digital content the Library collects for preservation; Accessibility and re-use policies and guidelines determine how we make content available; various human resource policies determine the support we provide to staff and volunteers with the assessed characteristics. Other policies work in tandem with this policy, and some of these have little impact on equality, such as the Collection Security policy.

## **Step 2: Identify some evidence**

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

The most basic evidence is Census data. 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. - link to Insights Hub

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

|  |  |
| --- | --- |
| Resource that informs your assessment | Information provided by the resource |
| [Poverty and Income Inequality in Scotland 2019-22](https://data.gov.scot/poverty/) on poverty. | 21% of working-age adults were living in relative poverty after housing costs in years from 2019 to 2022.  15% of pensioners were living in relative poverty after housing costs in years from 2019 to 2022. |
| [Scottish Household Survey 2020 - telephone survey: key findings](https://www.gov.scot/publications/scottish-household-survey-2020-telephone-survey-key-findings/pages/5/)  On internet access and social deprivation. | In 2020 93% of households had access to the internet. The proportion of households with internet access varied by deprivation. Only 87% of households in the 20% most deprived areas had access to the internet whereas almost all households (99%) in the 20% least deprived areas had access to the internet. |
| [Equality Evidence](http://www.equalityevidence.scot/) on disability. | About a third of adults are disabled.  32% of adults had a long-term limiting mental or physical health condition or disability in 2017.  In 2018 there were around 1 million Deaf/deaf people in Scotland.  In 2010 there were around 34,500 blind or partially sighted people in Scotland. |

## **Step 3: Assess the impact**

It may be helpful to look at the possible outcomes of this assessment before you start – see step 4.

**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 and/or improve understanding between groups.

**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.**

### **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 | The policy covers the exchange of digital preservation knowledge between the Library and professionals, volunteers and placements who are typically 18 years and older.  The policy describes how the Library provides browser based services that enable the public to access preserved content. With the help of someone who is older (guardian, teacher, relative) this is accessible to the very young who can enjoy the pictures and video that we have in our collections. |

### **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 or information 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 | X |  | The policy describes broad goals that Library staff must achieve, and many require the use of computers to manage digital preservation data. Other existing policies and guidelines will be used to enable staff with disabilities to implement and apply the policy. For example, the IS team will provide different types of digital input and output devices and software to allow disabled members of staff to undertake their work.  The policy states that public access to preserved content is primarily browser based and available for free wherever people have an internet connection. This includes people’s homes, residences, schools, and hospitals. A range of digital options are available to those with disabilities that are not always possible with physical content. Historically we have converted images of text into formats that can be read aloud by a computer, and we plan to include digital transcripts for video and audio content in the future that can remove a barrier for people with hearing loss.  A minority of content cannot be delivered online, away from the Library premises or both due to a legal or technical restriction. Members of the public who can make it to the Library can access this content and other existing policies and guideline will be used to remove barriers for disabled people.  Negatively, it is recognised that some people with disabilities will not be able to visit the Library’s premises to access restricted content.  The policy references the use of web accessibility guidelines to remove some barriers to accessing preserved content. This has also been applied to all documents required for audit and certification. In situations where documentation is not suitably accessible an alternative version will be created on request. The policy itself uses an accessible policy template.  FUTURE ACTION: The digital preservation team will advise colleagues with digital preservation requests to use Equality Impact Assessment guidance to think about how they provide access to preserved content and to whom.  The Library will create digital transcripts for video and audio content in the future that can remove a barrier for people with hearing loss. |

### **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 | No impact. |

### **Pregnancy and Maternity**

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

|  |  |  |  |
| --- | --- | --- | --- |
| Positive | Negative | None | Reasons for decision |
|  |  | X | No impact. |

### **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 and 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/information is disproportionately low?
* Are there any barriers (including cultural) that might impede a group of people from accessing your policy and 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 | The policy states that most of the public-facing services are delivered in English with some support for Gaelic. It also recognises that automatic translation tools, such as Google translate, will improve access to people who do not read English.  The content that is provided through the services (digital images of text, video, audio and digital documents) can vary in language, although again much is in English or Gaelic. Historically we have converted images of text into formats that can be read aloud by a computer. This, alongside the metadata we provide to describe some of the preserved content, can be automatically translated by a computer. In the future we plan to include digital transcripts for video and audio content that can also be translated between languages.    The policy itself is in English.  FUTURE ACTION: The digital preservation team will advise colleagues with digital preservation requests to use Equality Impact Assessment guidance to think about how they provide access to preserved content and to whom.  In the future we plan to include digital transcripts for video and audio content that can also be translated between languages. |

### **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 | No impact. |

### **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 | No impact. |

### **Religion or Belief**

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

* Might your work impact people differently depend on their religion and beliefs as well as 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 and 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 | No impact. |

### **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 | No impact. |

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 | X |  | The policy states that public access to preserved content is primarily browser based and available for free wherever people have an internet connection. This includes people’s homes, residences, schools, and community facilities. This increases the amount of people who can access the preserved content regardless of their income or wealth although it is recognised this will not be possible for some people.  A minority of content cannot be delivered online, away from the Library premises or both due to a legal or technical restriction. It is recognised that some people with low or no income or wealth will not be able to visit the Library’s premises to access restricted content.  The policy itself will be freely available on the Library’s website and a print copy can be made available on request. |

### **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 | X |  | The policy describes broad goals that Library staff must achieve, and many require the use of computers to manage digital preservation data. In addition to other existing policies such as the Flexible Working Policy many digital preservation tasks can be undertaken remotely, and this improves employment opportunities for people who live in rural or island locations.  The policy states that public access to preserved content is primarily browser based and available for free wherever people have an internet connection. This increases the amount of people who can access the preserved content regardless of where they live although it is recognised that a minority of people will not be able to access the internet.  A minority of content cannot be delivered online, away from the Library premises or both due to a legal or technical restriction. It is recognised that some people live in a location that inhibits them from visiting the Library’s premises to access restricted content.  The policy itself will be freely available on the Library’s website and a print copy can be made available on request. |

### **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 | The policy describes broad goals that Library staff must achieve, and many require the use of computers to manage digital preservation data. As such staff working in digital preservation require a high level of digital literacy. The policy states that the Library will provide training to its staff, volunteers and placement students to improve digital literacy. Historically the Library has included a greater range of candidates for digital preservation posts by not requiring degrees or formal digital preservation qualifications.  The policy states that public access to preserved content is primarily browser based so will require people to have skills to access the internet and use a browser. |

## **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?

Digital Preservation Steering Group will identify which issues it will be responsible for and identify colleagues to address the remainder.

* Who will carry this out?

Digital Preservation Steering Group, other colleagues or both as appropriate.

* How often will this be carried out?

Digital Preservation Steering Group meet quarterly to review items in the workplan. Digital Preservation Steering Group review the Digital Preservation Policy every 2 years.

**Step 5: Publishing**

Publish screening form on website. EqIAs will be published in 6-month cycles. 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 | 5 September 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 | 4 October 2023 |



# **Equality impact assessment (EqIA) form - Access Policy**

|  |  |
| --- | --- |
| Title of work to be assessed | Access Policy |
| Assessment undertaken by | Alison Stevenson |
| Date of assessment submission | September 2023 |
| Details of the work being assessed | Proposed Access Policy |
| Who from EqIA Review group have you discussed this with? | Charlie McCann, Aylson Stewart |

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

For guidelines on how to work on an EqIA form please read and follow **Equality Impact Assessment Guidance**.

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

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

A clear policy on access which specifies the principles under which access to collections, spaces, and services is provided and enhanced for all stakeholders, appropriate to the National Library of Scotland’s mission statement and the nature and scale of its collection should advance equality of opportunity.

The work of this EqIA and the Access Policy is to acknowledge the challenges entailed in delivering equitable access and move the Library towards meeting those challenges, avoiding the reproduction of existing social inequalities. As a high level policy it does not specify operational actions but sets the foundation for actions now and in the future.

The Library aims to provide meaningful equality of access to collections, spaces, and service by delivering multiple routes to access and by being as flexible as possible to meet individual access needs within the legal, ethical and capacity frameworks within which we work. Necessary elements of one means of access may deny or make it harder for someone to access collections or spaces or services because of a characteristic they have. Acknowledging and communication this challenge while making a commitment to delivering equitable access should have a positive impact both in terms of advancing equality of opportunity and fostering good understanding between those with and without a protected characteristic.

* Might anyone else be affected indirectly?

A clear policy should support staff in making decisions.

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

See draft of Access Policy 2023.

## **Step 2: Identify some evidence**

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

The most basic evidence is Census data. 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. - link to Insights Hub

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

|  |  |
| --- | --- |
| Resource that informs your assessment | Information provided by the resource |
| Census data | Census data is evidence of significant numbers of the Scottish population with one or more protected characteristics which is reason to consider they ways in which access to spaces, collections or services might be denied or made harder for someone by the Library failing to consider a characteristic they have. |
| Evidence from the sector of perceived benefit of high level access policies | Archives Accreditation, Digital Preservation Core Trust Seal, and Museums Accreditation require cultural heritage organisations to have public access policies. |
| Evidence from internal activity | The Library has an overarching Collections Management Policy This identifies four main elements of collections management activity of which one is collections access. This is specified to include visitor spaces, reading rooms, online, exhibitions, loans, digital access, and digitisation process. While the Library already has procedures in place to manage the provision of access to the collections held and the spaces, services and events offered, it does not have an Access Policy which sets out the general principles which guide and govern such activities.  That such a policy is a requirement of key accreditation schemes including Archives Accreditation and Digital Preservation Core Trust Seal. Archives Accreditation requires “a clear policy on access and engagement, which specifies the ways in which access is provided and enhanced for all stakeholders, appropriate to the organisation’s mission statement and the nature and scale of its collection. The policy should be approved by top management, or an appropriate delegated authority.”. The expected outcome is that “The archive service is guided by an agreed policy on access, which communicates clearly rights of access to the collection, optimising its use. The policy forms part of an integrated collections management framework enabling effective planning and best application of available resources.”.  It was also clear during the process of reviewing and updating the Collection Development Policy in year 2022 to 2023 that an Access Policy would be useful to the Library. The Collection Development Policy sets out how the National Library of Scotland selects material to be added to the collections but because there is no Access Policy it ends up also including some information on how the Library provides access to the collections once acquired. There were also suggestions that the Collection Development Policy was where the Library should set out commitments to accessibility standards expected for the public facing web content and exhibitions we deliver, again because there is no other policy home for this. |

## **Step 3: Assess the impact**

It may be helpful to look at the possible outcomes of this assessment before you start – see step 4.

**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 and/or improve understanding between groups.

**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.**

### **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 |  | X | Equitable access means taking into account specific accessibility needs of users – this includes those with age related needs such as buggy storage, engagement planning which includes events targeted at audiences segmented by age (for example BookBug at George IV Building).  This policy will set out the principle that the Library considers and attempts to meet aged related requirements around access to buildings, collections and services. |

### **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 or information 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 |  | X | Equitable access means taking into account specific accessibility needs of users: for buildings this includes disabled toilets, lifts and PEPs for wheelchair users, for collections and services for blind, partially sighted, and Deaf users this includes provision of suitable tools and software, adherence to web accessibility standards, provision of alt-text descriptions, audio visual description, subtitles and other forms access support. |

### **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 |  | X | Equitable access means taking into account specific accessibility needs of users: for buildings this includes gender-neutral toilets. For collections and services access this includes ensuring that discovery systems and tools do not perpetuate discrimination through the use of harmful language in metadata, exhibition interpretation or public web content. |

### **Pregnancy and Maternity**

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

|  |  |  |  |
| --- | --- | --- | --- |
| Positive | Negative | None | Reasons for decision |
| X |  | X | Equitable access means taking into account specific accessibility needs of users: for buildings this includes spaces suitable for buggy storage and breast feeding. |

### **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 and 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/information is disproportionately low?
* Are there any barriers (including cultural) that might impede a group of people from accessing your policy and 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 |  | X | Equitable access means engagement planning which includes events and services targeted at audience segments including ethnic diversity. For collections and services access is also means ensuring that discovery systems and tools do not perpetuate discrimination through the use of harmful language in metadata, exhibition interpretation or public web content. |

### **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 |  | X | For collections and services equitable access means ensuring that discovery systems and tools do not perpetuate discrimination through the use of sexist language in metadata, exhibition interpretation or public web content.    For space access the policy recognises that equitable access also means considering specific accessibility needs of users which include provision of period products for those who need them. |

### **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 |  | X | For collections and services equitable access means ensuring that discovery systems and tools do not perpetuate discrimination through the use of harmful language in metadata, exhibition interpretation or public web content. |

### **Religion or Belief**

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

* Might your work impact people differently depend on their religion and beliefs as well as 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 and 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 |  | X | Equitable access means taking into account specific accessibility needs of users: for buildings this includes space for religious prayer and café services, catered events accommodating dietary requirements. |

### **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 | No different impacts people because of their marriage of civil partnership status identified. |

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 |  | X | Access is free. There are some services and events for which fees are charged but there is always a route to access collections which is free at the point of use.    The policy recognises that meaningful equality of access to collections, spaces, and services entails being as flexible as possible to meet individual access needs within the legal, ethical, and capacity frameworks within which we work. An example of this is the expectation that users who access the collections will first provide proof of address which presents a barrier to those without a permanent address. |

### **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 |  | X | The policy will be available online.  For example, there are geographic barriers to access because all the Library public spaces are in Glasgow and Edinburgh and most of the collections are limited to on-site access for copyright reasons. The Library works to mitigate the impact of this on people who do not live close to any of the public spaces through digitisation of collections, reprographic services, virtual reading rooms, online events, inter-library loans, exhibition loans and touring exhibitions. |

### **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 | Some collections and events are only available online but the Library provides on-site facilities in Edinburgh and Glasgow which can be used to access these online collections and services. Advice and guidance is also provided. |

## **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 Access Policy covers buildings, collections and services. It sets out the principles that inform the Library’s design and delivery of access. The paper for Library Leadership Team on the Policy will also identify the current reality of where delivering equitable access is a challenge for the Library.

* Who will carry this out? How often will this be carried out?

Some of these challenges are part of ongoing work for team across the Library (for example AccessAble review of spaces, Web Accessibility reports) and are therefore part of annual operational planning and reporting. Others may be adopted as projects.

**Step 5: Publishing**

Publish screening form on website. EqIAs will be published in 6-month cycles. 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 | 6 September 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 | 31 October 2023 |



# **Equality impact assessment (EqIA) form - Menopause Policy**

|  |  |
| --- | --- |
| Title of work to be assessed | Menopause Policy |
| Assessment undertaken by | Alison Skinner |
| Date of assessment submission | August 2023 |
| Details of the work being assessed | The purpose of this policy is to provide information on the Library’s approach to supporting staff experiencing menopause symptoms. |
| 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 task and form should not be completed by one person – it should be a team effort where possible.

For detailed guidelines on how to work on an EqIA form please read and follow **Equality Impact Assessment Guidance**.

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

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

The Policy applies to all employees.

* Might anyone else be affected indirectly?

No.

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

Yes - Flexible Working Policy and Procedure, Hybrid Working Policy and Procedure, Attendance Management Policy, Health and Safety Policy, Trans Equality Policy.

## **Step 2: Identify some evidence**

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

The most basic evidence is Census data. 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. - link to Insights Hub

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

|  |  |
| --- | --- |
| Resource that informs your assessment | Information provided by the resource |
| Staff profile | Report - staff gender and age (by percent). |
|  |  |

## **Step 3: Assess the impact**

It may be helpful to look at the possible outcomes of this assessment before you start – see step 4.

**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 and/or improve understanding between groups.

**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.**

### **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 |  |  | Employees experiencing menopause symptoms are supported. There may potentially be reduced absence in this group due to menopause symptoms.    The Policy highlights other groups of people who may experience menopause symptoms, not related to age.    Sources of support and adjustments are included in the Policy.    The impact on family and colleagues may be improved by accessing support. |

### **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 or information 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 | The policy applies to all employees regardless of disability and therefore no employee is disadvantaged.  Any adjustments that may have a potential detriment to other staff would be assessed on a case-by-case basis. |

### **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 |  |  | The policy recognises that all staff including cisgender, transgender and non-binary staff may be impacted by menopause and are supported by the policy. |

### **Pregnancy and Maternity**

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

|  |  |  |  |
| --- | --- | --- | --- |
| Positive | Negative | None | Reasons for decision |
|  |  | X | Does not impact on maternity and pregnancy. |

### **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 and 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/information is disproportionately low?
* Are there any barriers (including cultural) that might impede a group of people from accessing your policy and 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 | The policy applies to all employees regardless of race or ethnicity. |

### **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 |  |  | While it is recognised that it is women that will be directly impacted by the policy it applies to all staff that may experience menopause symptoms regardless of the reason for the menopause symptoms. |

### **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 |  |  | The policy applies to all staff. The policy recognises that all staff including cisgender, transgender and non-binary staff may be impacted by menopause and are supported by the policy. |

### **Religion or Belief**

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

* Might your work impact people differently depend on their religion and beliefs as well as 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 and 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 | The policy applies to all employees regardless of religion or belief. |

### **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 | The policy applies to all employees regardless of marriage or civil partnership status. |

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 |  |  | Sanitary products are provided free to staff and the public. |

## **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 | This is a staff policy and applied to all staff. No barriers identified. |

### **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 | All staff have access to Biscuit where the HR Policies are located. If an employee was having difficulty with digital literacy the HR Team could meet with them to discuss and explain the content of the policy. |

### **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?

Feedback from staff that have been highlighted to HR as needing support from the policy.

The HR Partner will conduct a library wide staff survey a year on from policy launch to determine the effectiveness of the policy.

* Who will carry this out?

HR Partner.

* How often will this be carried out?

One year from policy launch.

**Step 5: Publishing**

Publish screening form on website. EqIAs will be published in 6-month cycles. 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 | 6 September 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 | 6 September 2023 |