Equality Impact Assessment forms – Services

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# National Library of Scotland logo

# Equality impact assessment (EqIA) form - Legal Deposit User Forum (LDUF)

|  |  |
| --- | --- |
| Title of work to be assessed | Legal Deposit User Forum (LDUF) |
| Assessment undertaken by | The Legal Deposit User Forum planning group |
| Date of assessment submission | 9 December 2022 |
| Details of the work being assessed | The setting up and implementation of a Legal Deposit Users Forum across the six Legal Deposit libraries in the UK and Ireland. |
| 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.

The work impacts on users of the UK Legal Deposit Libraries’ legal deposit collections. It allows representatives of that audience to take part in a User Forum to:

1. Consider, evaluate, and influence proposed changes to the implementation of Legal Deposit legislation and future service developments.
2. Champion Legal Deposit among peer communities and advise on the effective communication of developments that impact on those communities.
3. Consider and amplify the outcomes of user research and user experience testing on relevant aspects of Legal Deposit, for example access, collections, formats, technologies, physical spaces and supports provided by Legal Deposit libraries.
4. Identify areas of under-representation in Legal Deposit collections, for example ephemeral or self-published works, complex digital publications, specific community groups etc.

The work also impacts on staff of the Legal Deposit Libraries (LDLs) in helping them to understand the barriers to access faced by users of the legal deposit collections, to gain insight into use of the legal deposit collections and to gather user case studies which will help build a case for positive change.

* Might anyone else be affected indirectly?

The work of the User Forum may affect future users of the legal deposit collections due to any impact of the Forum on shaping legal deposit policy and legislation.

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

Individual libraries’ collection policies may be impacted if the work of the User Forum identifies gaps in collecting.

## 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 |
| [‘Towards user-centric evaluation of UK Non-Print Legal Deposit: A Digital Libraries Futures white paper’](http://eprints.gla.ac.uk/186755/). Paul Gooding, Melissa Terras & Linda Berube. Glasgow, Edinburgh and Norwich, May 2019. | The report looks at the impact of Non-Print Legal Deposit (NPLD) on academic legal deposit libraries and their users in the United Kingdom.  Amongst its findings, it highlights issues of equality of access, as well as the barriers to access for disabled users. The report identifies the lack of evidence in considering the user perspective and recommends “the development of a user forum to encourage and amplify the NPLD user voice in the design of the service”. |
| [University of Oxford Equality Report 2020/21](https://edu.admin.ox.ac.uk/files/universityofoxfordequalityreport2020-21pdf) | The report includes a summary of key staff and student diversity data at the University of Oxford and the main equalities activities. The data underpinning the report is available in an Excel spreadsheet from the [University’s Equality and Diversity Unit](https://edu.admin.ox.ac.uk/equality-report). |
| British Library    Reader’s equality data (internal use) | Requested as part of the quarterly surveys for collecting Key Performance Indicators. The data covers age, gender identity, ethnicity, sexual orientation, disability, type of school attended between the ages of 11 and 16, highest level of qualification achieved, employment status, current or most recent employment. |
| Cambridge University Libraries  [Equality and Diversity Information Report 2019-20](https://www.gov.wales/equality-and-diversity-statistics-2018-2020#:~:text=95.0%25%20of%20the%20population%20of,or%20from%20another%20ethnic%20group) | Released in January 2022, this shows data on ethnicity, disability status, marital status and religion produced from the Annual Population Survey for 2018 to 2020.  More detailed analysis on equality and diversity in Wales is available at [StatsWales](https://statswales.gov.wales/Catalogue/Equality-and-Diversity). |
| Trinity College Dublin  [Annual Equality Monitoring Report 2019-20](https://www.tcd.ie/media/tcd/equality/pdfs/amer-2019-20.pdf) | The report is a snapshot of the diversity profile of staff and students in Trinity College Dublin. The data covers age, civil status, disability, ethnicity, family status, gender, religion, nationality, and sexual orientation. |

## 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 |  |  | Users of the legal deposit collections are predominantly age 18 and above. Legal Deposit User Forum (LDUF) recruitment will use inclusive language to ensure candidates are representative of a broad age range of users aged 18 and above.    There will be no selection criteria based on the premise of having extensive experience of using Legal Deposit collections.    The Legal Deposit User Forum (LDUF) Working Agreement will encourage respect amongst members and that everyone’s voice is heard.    Consideration will be given as to how to engage with younger future audiences, for example invite schools’ representation at the annual symposium. |

### 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 |  |  | Legal Deposit User Forum (LDUF) recruitment will ensure the LDUF is representative via inclusive language and easy to read information which is available in different formats and compatible with screen readers.    LDUF meetings will mainly be held online, with perhaps one in-person meeting per year. The Chair of the Forum will take all requests for specific access needs into account and follow good practice, as recommended by [AbilityNet](https://abilitynet.org.uk/news-blogs/how-host-accessible-online-meeting), for online meetings. Support workers will be welcomed.    Online meetings are likely to be more accessible to individuals with physical disabilities. For in-person meetings, venues will be chosen which have the necessary access, requirements and adjustments in place.    For those with visual impairments, every effort will be made to ensure LDUF meeting papers and other documentation is accessible and compatible with screen readers.    For members with auditory impairments, an online platform with closed captioning such as Zoom will be used for virtual meetings. For in-person events, venues will be chosen which include hearing loops.    The LDUF Working Agreement will encourage respect amongst members and that everyone’s voice is heard. |

### 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 |  |  | Legal Deposit User Forum (LDUF) recruitment will allow people to identify their gender as they choose with any documentation containing a range of options including ‘prefer not to say’.    For any in-person meetings, there will be the opportunity to self-select pronouns and venues will be chosen which meet the needs of transgender participants in relation to facilities such as gender-neutral toilets.    The LDUF Working Agreement will encourage respect amongst members and that everyone’s voice is heard. |

### Pregnancy and Maternity

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

|  |  |  |  |
| --- | --- | --- | --- |
| Positive | Negative | None | Reasons for decision |
| X |  |  | Most User Forum meetings will be held online which are likely to be more accessible to individuals with caring responsibilities. Where meetings are held in person, venues will be chosen which include breastfeeding and baby changing facilities.    The LDUF Working Agreement will encourage respect amongst members and that everyone’s voice is heard. |

### 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 |  |  | Forum recruitment will use inclusive language as well as targeted recruitment for groups who are identified to be under-represented within the forum to ensure a diverse forum membership.    Wherever possible, written material will be provided in alternative languages if necessary to ensure inclusive participation.    The LDUF Working Agreement will encourage respect amongst members and that everyone’s voice is heard. |

### 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 | Forum recruitment will use inclusive language and avoid assumptions about a person’s ability to participate in meetings due to, for example, caring responsibilities.    The LDUF Working Agreement will encourage respect amongst members and that everyone’s voice is heard. |

### 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 | Forum recruitment will use inclusive language as well as targeted recruitment for groups who are identified to be under-represented within the forum to ensure a diverse forum membership.    The LDUF Working Agreement will encourage respect amongst members and that everyone’s voice is heard. |

### 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 |  |  | The LDUF Working Agreement will encourage respect amongst members and that everyone’s voice is heard.    Religious holiday dates will be avoided when organising meetings.    Any catering at in-person events will take religious dietary requirements into account. |

### 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 LDUF Working Agreement will encourage respect amongst members and that everyone’s voice is heard. |

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 |  |  | Consideration will be given to what is the most inclusive medium for meetings to ensure maximum participation by representatives from all economic backgrounds, online or in person.    Travel expenses for participation in any in-person meetings will be reimbursed and catering will be provided where appropriate. |

### 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 |  |  | People living in rural or island communities are at a disadvantage regarding access to legal deposit collections. The User Forum provides an opportunity for a representative of these communities to amplify their case for access. |

### 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 |  |  | People with lower digital literacy are at a disadvantage in accessing the non-print legal deposit collections. The User Forum provides an opportunity to highlight these inequalities and identify solutions. |

## Step 4: Monitoring

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

The EqIA will be regularly reviewed against the aims of the User Forum to check that the issues identified are still relevant and to identify any new equalities issues.

* Who will carry this out?

The Chair of the User Forum in conjunction with the Legal Deposit Libraries’ Reader Services Group.

* How often will this be carried out?

Annually.

## 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/require? |  |
| Signed | E. Muniandy |
| Date | 12 December 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 | 12 January 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 - Purchasing self-service prints and scans

|  |  |
| --- | --- |
| Title of work to be assessed | Purchasing self-service prints and scans |
| Assessment undertaken by | George Morrison, Reader Services |
| Date of assessment submission |  |
| Details of the work being assessed |  |
| 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.

The work is to move from the current cash payment system in the George IV Bridge Building Reading Room to pay for scans and prints to a system that readers would credit their library card with credit from their own bank cards, bank accounts or pay for scan and prints directly using their bank card.

The current method of payment hardware can no longer be supported as legacy equipment. By changing to this system, the library will remove cash payments within this area.

Software and hardware would be replaced and updated by contractors to provide this service.

Nearby business banking is no longer available to the library. By moving to this system, the risk and time resource of moving weekly income and cashing up will be removed.

An improved service to enable readers to print from their own devices will also be looked at being rolled out (dependant on cyber security).

Readers who do not have banking facilities, are wary of paying online or who don’t want to pay by bank card will be affected. A work around for this could involve a credit being paid for by cash at Visitor Services shop till to allow usage in the reading room.

* Might anyone else be affected indirectly?

Reader Services and Finance staff (positively) – Savings in staff time.

Visitor Services staff for transactions for those without a bank or credit card.

Imaging Services – Monitoring.

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

Not that I’m aware of.

## 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 |
| Customer Registration System (CRS) System. Reports to be run in relation to the equality's info gathered when readers register. |  |
| Anecdotal Evidence from Reference Services staff. Information on problems people have had using the equipment or payment system in the past. |  |

## 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 |  | We will have simple, pictorial guidance available to help people use the system. We will also have a work around involving cash payment credits that can be made from Visitor Services shop area for those without a bank or credit card to be able to use the system. |

### 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 | X |  | Staff help can be available for those with a visual impairment. For those with a physical disability there are advantages as the topping up of their accounts can be done from home, from their desk and so on.    The scanner is not on a height-adjustable table, but one is currently being purchased and will be in place within the next two months. |

### 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 | This service will have no impact on transgender people. |

### Pregnancy and Maternity

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

|  |  |  |  |
| --- | --- | --- | --- |
| Positive | Negative | None | Reasons for decision |
|  |  | X | This service will have no impact on maternity and pregnant woman. |

### 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 | X |  | Information on use of book scanner will be in several different languages. There are 32 pre-programmed languages within the book scanner operating software from the supplier (image of them below). Others could be added in the future. Pre-programmed languages List of 32 languages  There could also be a negative impact for readers who do not speak any of these 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 | This service will have no impact on men and women in different ways. |

### 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 | This service will have no impact on Sexual Orientation. |

### 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 | This service will have no impact on 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 | This service will have no impact on Marriage and Civil Partnership. |

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 |  | People on low incomes may not be able to afford the service charges.    They may not have a bank or credit card and want to pay by cash. The work around would involve cash payment credits that can be made from Visitor Services shop area for those without a bank or credit card to be able to use the system. |

### 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 service is for readers making self-service onsite copies.    Internal copy services are available for distance readers. |

### 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 |  | A knowledge of digital literacy will be required in the use and payment of this service.    Instructions in the use of the service will be required to be rolled out. Reader Services staff will be available to assist. |

## 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?

Reviewed at regular intervals.

Staff to log any instances where they've had to regularly intervene or assist a reader to see what trends emerge.

* Who will carry this out?

Reader Services and Imaging Services Teams.

* How often will this be carried out?

On an ongoing basis, data reviewed monthly.

## 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 | 19 August 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 - Review of Accessibility Software and Aids available in Library Reading Rooms

|  |  |
| --- | --- |
| Title of work to be assessed | Review of Accessibility Software and Aids available in Library Reading Rooms |
| Assessment undertaken by | Laragh Quinney |
| Date of assessment submission |  |
| Details of the work being assessed |  |
| 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.

Any visitors to Library reading rooms who would benefit from access to suitable software or support aids to enable them to access Library collections and services more easily. In particular readers experiencing an auditory, cognitive, physical, speech, or visual disability.

* Might anyone else be affected indirectly?

Family or carers of individuals with a disability. People for whom English is not their first language. Library staff, who may benefit from access to this software or equipment.

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

Library Service Charter.

## 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 |
| Customer Registration System | Data on Library members identifying as having a disability, from information given when registering with the Library. |
| Census Data | Data on people in Scotland with disabilities. |
| Survey of Library Users | Ask existing readers what resources they use in their personal life, and what they would like to see available in Library Reading Rooms. |
| Advice from Disability Charities and support groups | Recommendations on software and equipment that would be beneficial to readers who have different types of disability. |
| Benchmark survey of other research libraries and public libraries | Equipment and accessibility software provided to visitors to other Libraries. |

## 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 – older people |  |  | Certain disabilities are more prevalent in older age groups, so improving resources will assist this group. |
|  |  | X | Accessibility aids would be made available for all ages. |

### 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 exampl, they need a key to use the accessible toilet

|  |  |  |  |
| --- | --- | --- | --- |
| Positive | Negative | None | Reasons for decision |
| X |  |  | Improve the range of support aids available to visitors to our Reading Rooms. There will be limits to what we can offer, so we may not be able to meet the needs of all visitors. |

### 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 accessibility aids would be available to all visitors to the Reading Rooms.  (ensure gender neutral language is used for all guidance in how to use accessibility aids). |

### Pregnancy and Maternity

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

|  |  |  |  |
| --- | --- | --- | --- |
| Positive | Negative | None | Reasons for decision |
|  |  | X | The accessibility aids would be available to all visitors to the Reading Rooms. |

### 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 |  |  | Accessibility software can include software designed to support those for whom English is not their first language.  It could also provide options to have documents read out loud, which may assist in comprehension.  We would need to consider how to let readers know this was available, and whether instructions could be supplied in multiple 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 | The accessibility aids would be available to all visitors to the Reading Rooms. |

### 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 accessibility aids would be available to all visitors to the Reading Rooms. |

### 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 | The accessibility aids would be available to all visitors to the Reading Rooms. |

### 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 accessibility aids would be available to all visitors to the Reading Rooms. |

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 |  |  | Providing accessibility software and accessibility aids in Reading rooms means that readers are not required to provide their own equipment. |

### 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 |  | Resources are being purchased for Library Reading Rooms, so will benefit onsite rather than remote readers.  The Library is committed to making its websites accessible to remote users in accordance with the Public Sector Bodies (Websites and Mobile Applications) (No. 2) Accessibility Regulations 2018. |

### 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 |  |  | Improving accessibility software should help improve access to our digital resources for all readers, and benefit those with lower digital literacy.    Other accessibility aids, for example magnifiers, will assist those using print materials.    Updating staff knowledge and training in accessibility aids will support staff to provide effective assistance to readers no confident in this technology or not experienced in using accessibility aids. |

## 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?

Equalities will be an agenda item at the regular meetings of the project team, so that we can ensure regular consider of who is being consulted and ensure that we consider the requirements of readers with a wide range of disabilities.

* Who will carry this out?

Project team, led by Laragh Quinney.

* How often will this be carried out?

Bimonthly.

## 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 | 07 September 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 | 08 August 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 - Virtual Reading Room (VRR) service

|  |  |
| --- | --- |
| Title of work to be assessed | Virtual Reading Room (VRR) service |
| Assessment undertaken by | Hazel Stewart, Craig Statham |
| Date of assessment submission | 7 December 2022 |
| Details of the work being assessed | The Virtual Reading Room service will provide remote access to low risk and out of copyright material for readers who are unable to visit the library in person due to disability, caring commitments, geographical location and so on. |
| 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.

Readers who are limited in accessing the library due to disability, geography, caring commitments and so on. Staff who are tasked with providing the service, which might be impacted by reduced staff numbers.

* Might anyone else be affected indirectly?

No.

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

Staff undertaking visualiser sessions will not be able to undertake their core duties, for example enquiries, staffing reading rooms, Chat, collections, digitisation work. This will create tighter staffing, especially if staffing is further impacted by training courses, sickness or both. Information on how this has impacted other work of the reading room teams will be recorded as part of the pilot. Information gathered during the pilot about preferred days and times for sessions will allow us to evaluate how we proceed with the service after the pilot phase.

For the ceiling visualiser it may also have an impact on opening times, if a session has to be organised Monday to Thursday.

## 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 |
| An informal pilot has been undertaken in which those offered visualiser sessions have provided feedback on the sessions. | The feedback from these sessions gives an indication of the geographic location of each reader, and varies widely, from USA, Australia, Hong Kong, France, Germany and the UK.  Those chosen to date have largely been due to their being too geographically remote to visit the Library. For example, one reader noted “being able to access these resources from Sydney was remarkable”. |
| [Virtual Reading Rooms and Virtual Teaching Spaces in collection holding institutions](https://www.rluk.ac.uk/rluk-vrr-vts-report2/)  A Research Libraries UK (RLUK) report on current and future developments by Christina Kamposiori, Programme Officer, RLUK | “The potential for remote learning, across national boundaries, with equal access to materials for all students was recognised by many survey respondents.”.    “The experience of engaging with and seeing up close primary material will also become more equal for virtual and in-person users.”. |
| [Academic use and perceptions of Virtual Reading Rooms and Virtual Teaching Spaces](https://www.rluk.ac.uk/rluk-report-academic-use-and-perceptions-of-virtual-reading-rooms-and-virtual-teaching-spaces/) by Christina Kamposiori, Programme Officer, RLUK | “Sessions may not be designed to support users with certain disabilities, such as participants with hearing impairment or neurodivergence. Regarding the latter, a suggestion made by a participant underlined the need for institutions to offer a caption service as some users with hearing impairment may not qualify for TTY equipment (text telephone device) or may not be able to afford it. This respondent also stressed the importance of providing recordings of a session or allowing private recordings of a session to enable participants with neurodivergence to review them later.”.    “Providing guidance and maintaining good communication with users is essential for offering tailored support based on the requirements of a project or the needs of the user.”. |
| Library Customer Registration System (CRS) | Equalities opportunities monitoring information provided on a voluntary basis by our registered readers indicates that there are significant numbers of people who self-describe as having a disability, who may benefit from this service. |

## 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 | X |  | Readers of a wide age range can access this service but for safeguarding reasons, children under 16 would not qualify. Some individuals of all age ranges may be less experienced in using technology and may therefore be disadvantaged. Clear instructions can be provided by staff to facilitate access and make it as easy as possible for readers to participate. |

### 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 | X |  | People with disabilities, either physical or mental, may find this service to be easier to use than an onsite visit. However, some disabilities (such as visual or hearing impairments) may render the service unsuitable for the reader. Options to use live captioning on Zoom and Teams platforms may help readers with hearing impairments.    We will provide information, wherever possible, in a range of formats, for example online, hard copy, social media. Readers will be asked to identify additional needs when they enquire about the service. |

### 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 |  |  | Service is wholly online and does not discriminate by person for access to the service.    Any forms created will use inclusive pronouns and identity options. |

### Pregnancy and Maternity

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

|  |  |  |  |
| --- | --- | --- | --- |
| Positive | Negative | None | Reasons for decision |
| X |  |  | Readers who are reluctant to travel due to their pregnancy or new parents who have childcare responsibilities may benefit from the service. |

### 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 | X |  | Service is wholly online and does not discriminate by person for access to the service.    Language may be a barrier if the participant does not understand spoken or written English very well.    We could call upon staff across the Library who can speak different languages, but this would be dependent on their availability and willingness to help.    If material to be viewed during the session contains potentially offensive or upsetting content, staff will provide an advisory warning in advance of the session. |

### 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 |  |  | Service is wholly online and does not discriminate by person for access to the service. |

### 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 |  |  | Service is wholly online and does not discriminate by person for access to the service. |

### 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 |  |  | Service is wholly online and does not discriminate by person for access to the service.    Staff can discuss with reader to provide mutually suitable dates and times for the service. |

### 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 |  |  | Service is wholly online and does not discriminate by person for access to the service. |

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 |  | Readers could find it more cost-effective to access material online than having to pay travel costs of reaching the Library in person.    Readers from a low-income household may not have access to the internet or an internet capable device. They may have to rely on a public library to get internet access or PC. There may also be travel considerations for them to get to a public library. |

### 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 |  | Service is wholly online and does not discriminate by location for access to the service.    Access to a robust internet service would be required and this might be an issue in a rural area. |

### 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 service is wholly online, so would not be available to those with no access to the internet. Readers with lower digital literacy might struggle but this could be mitigated by clear instructions from staff about accessing the service.    This service supports the existing onsite reading room access. |

## 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 participants will be actively sought during the three-month pilot phase, which will include questions about whether any equality issues have arisen.

* Who will carry this out?

VRR Task Group.

* How often will this be carried out?

For the duration of the pilot. If the VRR service becomes established as a regular library offering, feedback from participants will be sought on a regular basis.

## 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 | 12 December 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 | 03 April 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.