Equality Impact Assessment forms – Services

[ArchivesSpace Software as a Service 1](#_Toc1950059415)

[Large format digitisation equipment for single sheet materials 12](#_Toc749589015)

[Fast Pass 25](#_Toc2135187229)



# **Equality impact assessment (EqIA) form - ArchivesSpace Software as a Service**

|  |  |
| --- | --- |
| Title of work to be assessed | ArchivesSpace Software as a Service |
| Assessment undertaken by | Chris Cassells |
| Date of assessment submission | March 2023 |
| 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 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 work will affect staff and users working with ArchivesSpace, it will increase reliability, functionality and security of the system having an overall positive impact.

* Might anyone else be affected indirectly?

Staff and library users not working directly in ArchivesSpace will be indirectly impacted by any change to the system that affects access to collections for events, exhibitions, publication or reading room use.

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

DAMS

## **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 |
| [Equality Evidence Finder](https://www.gov.scot/collections/equality-evidence/) | Digital Exclusion   * There are lower rates of internet use among older adults than among younger adults. In 2019, almost all (99%) adults aged 16 to 24 reported using the internet compared to 43% of those aged 75 and over. * In 2019, 64% of older adults (aged 60 to 74) with a disability reported using the internet. This was lower than reported internet usage amongst older adults who are non-disabled (85%). * Access differs by area of deprivation: in 2019, 96% of households in the 20% least deprived areas in Scotland had internet access at home compared with 82% of households in the 20% most deprived areas.   Culture   * The Scottish Household Survey figures shows overall cultural participation was broadly similar for all age groups in 2019; however, participation decreased with age when reading was excluded from the measure. * The Scottish Household Survey figures shows cultural participation was lower for adults with a physical or mental health condition (lasting, or expected to last 12 months or more) in 2019. * The Scottish Household Survey figures show that more women than men participated in a cultural activity in 2019 (80% and 70% respectively), although this did vary by activity. * The Scottish Household Survey figures shows levels of cultural participation increase as deprivation, as measured by the Scottish Index of Multiple Deprivation (SIMD 2020), decreases in 2019. |

## **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 |  | The existing finding aid requires some prior knowledge for effective use. This work will enable us to consider who we could better build guidance and support into the tool.  Older adults are less likely to use the internet and therefore less likely to use ArchivesSpace directly which puts this group at a disadvantage, however staff can use the system on their behalf to assist readers in searching the 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 |  | A Web Content Accessibility Guidelines (WCAG) compliant interface will allow for the use of assistance tools such as screen readers.  There is no evidence around current levels of use by people with a disability, but overall use of the internet is lower among this group, particularly older disabled people. Again, staff can use the system on their behalf but not being able to use it directly puts them at a disadvantage. |

### **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 move to SaaS (Software as a Service)and upgrade has no direct impact – however, it does not directly address the potential presence of inappropriate terminology relating to gender in the collection descriptions. |

### **Pregnancy and Maternity**

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

|  |  |  |  |
| --- | --- | --- | --- |
| Positive | Negative | None | Reasons for decision |
|  |  | X | The move to SaaS and upgrade has no direct 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 move to SaaS and upgrade has no direct impact – however, it does not directly address the potential presence of inappropriate terminology relating to race in the collection descriptions or address lower rates of cultural participation among the Asian, Asian Scottish or Asian British ethnic group. |

### **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 move to SaaS and upgrade has no direct impact – however, it does not directly address the potential presence of inappropriate terminology relating to sex in the collection descriptions or address lower rates of cultural participation among men. |

### **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 move to SaaS and upgrade has no direct impact – however, it does not directly address the potential presence of inappropriate terminology relating to sexual orientation. |

### **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 move to SaaS and upgrade has no direct impact – however, it does not directly address the potential presence of inappropriate terminology relating to religious identity. |

### **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 move to SaaS and upgrade has no direct 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 | The move to SaaS and upgrade has no direct impact – however, it does not directly address lower rates of cultural participation among low or no income groups. |

### **Rural or island location**

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

* Will this work be available online?

|  |  |  |  |
| --- | --- | --- | --- |
| Positive | Negative | None | Reasons for decision |
| X |  |  | The work will provide more reliable online access to the collection finding aid. |

### **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 existing finding aid requires some prior knowledge for effective use. This work will enable us to consider who we could better build guidance and support into the tool.  It is only available online, but support is available in Library venues. |

## **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?

This is a discrete, time limited project, progress on any issues will be evaluated at the end of the project.

* Who will carry this out?

Archives & Manuscript Collections (MSS) will work with Digital colleagues to carry this out.

* How often will this be carried out?

Once.

**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 | 14 March 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 | 23 August 2023 |



# **Equality impact assessment (EqIA) form - Large format digitisation equipment for single sheet materials**

|  |  |
| --- | --- |
| Title of work to be assessed | Large format digitisation equipment for single sheet materials |
| Assessment undertaken by | Ines Byrne |
| Date of assessment submission | 29 June 2023 |
| Details of the work being assessed |  |
| Who have you discussed this with? | Ellie Muniandy |

## **Introduction: Timeline and purpose of the form**

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

This form regards new digitisation equipment which we intend to procure to enable us to digitise large format (A0 sized) single sheet collection items such as maps, plans, posters, charts, and photographs.

The equipment will only be operated by staff within our digitisation teams, predominantly the Mass Digitisation team. The equipment will be located and operated within a dedicated digitisation studio at Causewayside.

While it remains to be seen which equipment make and model will win the tender process, the team includes staff with previous experience in operating large format digitisation equipment. The team are also already used to handling large format collection materials.

It is not expected that any non-staff persons will ever operate this equipment.

* Might anyone else be affected indirectly?

The Imaging Services team might operate this equipment occasionally. All their staff are used to operating digitisation equipment, and will receive an introduction to this particular equipment make and model if need be.

Conservation staff will assist in the procurement of the equipment and also gain a thorough understanding of the equipment in use in order to be able to advise which materials are safe to be captured on this equipment.

Maps staff too might want to familiarise themselves with this equipment as it will accommodate most (if not all) of our map digitisation work going forward. Staff from other curatorial teams might wish to undergo introductions to the equipment before their collection materials are digitised.

IT staff will have to network the equipment at time of installation. They might also wisht to advise on the positioning of the equipment within the room to ensure they can still access all IT cabling / appliances as required. The same might be true for Estates staff.

The Cleaning team will need to familiarise themselves with the equipment’s footprint, cabling, positioning in the room, and so on, in order to ensure their work can be carried out safely.

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

Not that I’m aware of.

The Newspaper digitisation project might benefit from this equipment, depending on the nature of newspapers. To be confirmed.

## **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/project, e.g. 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 that informs your assessment | Information provided by the resource |
| [Supply of Machinery (Safety) Regulations 2008](https://www.legislation.gov.uk/uksi/2008/1597/pdfs/uksi_20081597_en.pdf) |  |
|  |  |

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

Please see [appendix 1](bookmark://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.

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 and/or improve understanding between people who identify with a group and those who do not (e.g. people with a disability and those who are non-disabled).

**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.**

In 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 age groups

|  |  |  |  |
| --- | --- | --- | --- |
| Positive | Negative | None | Reasons for decision |
| x |  |  | The equipment we are hoping to buy will have a high level of automation, making it easier to use for a wider range of skill sets and abilities. This should help advance equality of opportunity within the digitisation team.  At site visit (which forms part of the tender process) we will pay attention to this requirement and embed our findings in the evaluation process.  The equipment will be staffed on a rota, which requires good communication during hand-over, promoting good relations between different age groups within the team. |

### **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 equipment will be operated by people of working age only, excluding children and people above pension age. |

### **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 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 e.g. audio-description/subtitles required?
* Does this require people to declare if they have a disability? Eg they need a key to use the accessible toilet

|  |  |  |  |
| --- | --- | --- | --- |
| Positive | Negative | None | Reasons for decision |
| x | x | x | The equipment is expected to be a standard build for non-disabled operators. Depending on the type of disability, the equipment might not be able to be comfortably used by a disabled person.  Our team includes autistic staff who benefit from (highly) automated system and workflow set-ups, and we have reflected this in our tender specifications. At the same time, we understand that this does not make our tender specifications unusually hard to comply with as we know that there are systems on the market which naturally meet those needs while also meeting other core needs, e.g. to ensure suitably safe material handling by the machine.  At site visit (which is part of the procurement process) we will pay attention to any barriers that might show as part of our evaluation process. |

### **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/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 | X | The equipment might be uncomfortable to operate by pregnant staff in which case they will be given different tasks, meaning they won’t be operating the equipment.  No impact on maternity. |

### **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/information?
* Have you considered different venues and places that you might need to use to advertise your policy/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/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 |
|  |  |  | No impact on ethnicity or race.  There is a risk that the equipment’s software is only available in English.  At site visit (which is part of the procurement process) we will pay attention to this and embed our findings in the evaluation process.  At the moment all operators have sufficient English language skills, as required by the Job Description. |

### **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 equipment 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 | The equipment 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/beliefs, and those with no religion?
* Is the take up of or access to your policy/service/information disproportionately low amongst those of a particular religion or belief?
* How will your community engagement/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 equipment 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 | The equipment 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 | The equipment will have no impact on level of income or wealth. |

### **Rural or island location**

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

* Will this work be available online?

|  |  |  |  |
| --- | --- | --- | --- |
| Positive | Negative | None | Reasons for decision |
|  |  | x | The equipment itself will have no impact on area of living.  The requirement to be able to work on site the Library’s premises is bound to the work contract, not the equipment itself. |

### **Digital literacy/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 of this equipment.  The equipment is expected to come with a high level of automation and a detailed, well-structured manual. This would support staff with lower digital literacy.  At site visit (which is part of the procurement process) we will pay attention to this and embed our findings in the evaluation process. |

## **Step 4: Monitoring**

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

Reviewed at regular intervals. Staff to log any instances where they've faced any issues, to see what trends emerge.

* Who will carry this out?

The team, led by the Digitisation Programme Manager

* 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/No | Yes |
| If no, what action do you recommend/require? |  |
| Signed | E. Muniandy |
| Date | 29 June 23 |

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

|  |  |
| --- | --- |
| Do you accept the outcome? Yes/No | Yes |
| If no, what action do you recommend/require? |  |
| Signed | E. Muniandy |
| Date | 12 July 2023 |



# **Equality impact assessment (EqIA) form - Fast Pass**

|  |  |
| --- | --- |
| Title of work to be assessed | Fast Pass |
| Assessment undertaken by | Helen Abel |
| Date of assessment submission | July 2023 |
| Details of the work being assessed | This assessment will cover the introduction of Fast Pass access to the General Reading Room (GRR), Discovery Room, and Issue Hall. The project is being introduced for an initial 3-month pilot.  If major changes are identified during the pilot, there may be a need for a further EqIA.  The Fast Pass allows quick access without the need to show proof of address and personal ID. It offers an alternative, easier access to the level 13 public areas, so it is an enhancement to the existing services. The Fast Pass would be for one day only.  The pass is intended to be used to allow a taster session to the reading room. The pass would not allow access to the Special Collection Reading Room (SCRR), nor allow access to items from the stack floors.  The pass is not intended for tour groups. |
| Who from EqIA Review group have you discussed this with? | Cheryle Brown |

## **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.

People signing up for a Fast Pass, Visitor Services and Reference Services staff.

Public: The Fast Pass allows quick access without the need to show proof of address and personal ID. It offers an alternative, easier access to the level 13 public areas, so it is an enhancement to the existing services. The Fast Pass will widen access rather than restricting it.

Staff: The introduction of a new service will mean staff have to follow new procedures, monitor and report on progress of the system.

* Might anyone else be affected indirectly?

Readers who have joined the Library and are using the General Reading Room and Discovery Room.

Increased numbers of people in the reading rooms, who may be using the space in a different way to those seeking quiet study space, has the potential to be disruptive. Safeguards are in place, for example reading room guidelines will be given to Fast Pass visitors, security tours and reading room staff intervention will mitigate any disruption.

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

No.

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

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

The most basic evidence is Census data. 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 |
| Fast Pass Risk Assessment | Details mitigating actions to identified risks. |
| Fast pass access | Proposal document giving background and rationale for initiative. |
|  |  |

## **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 | No change to existing age requirements and existing arrangements for children accessing the reading rooms will still apply.    We do not anticipate any other impact relating to age. |

### **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 are no physical changes to the spaces, so the services and barriers in existence will not alter.  There may be a positive impact for people with mental health difficulties such as anxiety, who find the full registration process intimidating.  Mitigating actions have been incorporated in the associated risk assessment to minimise the impact of noise and disruption on any regular users of the General Reading Room who may come in for a quiet space to work or study due to sensory sensitivities. |

### **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 Fast Pass allows quick access without the need to show proof of address and personal ID. People do not need to show ID that may state their dead name. |

### **Pregnancy and Maternity**

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

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

### **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 | No direct impact foreseen – no change. |

### **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 change to public spaces. |

### **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 direct impact foreseen – no change. |

### **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 direct impact foreseen – no change. |

### **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 direct impact foreseen – no change. |

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 |  |  | Access to PCs, online resources, open access stock and study spaces will be easier for people that have no fixed address as no ID and proof of address is required. |

### **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 work is isolated to the George IV Bridge building in Edinburgh and the same existing barriers to access will apply for those live in rural and Island locations unchanged. |

### **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 | Fast Pass does not require people to be able to use a PC to register to gain access to the General Reading Room. |

## **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?

Monitored and reviewed through pilot and after the 3-month period.

Fast Pass visitors will be invited to complete a survey containing all the standard demographic questions.

Complaints will be monitored and responded to.

Staff experiences will be gathered.

* Who will carry this out?

Visitor Services Manager.

Head of Reader Services.

Security Manager.

* How often will this be carried out?

Monthly.

**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 | 12 July 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 | 30 August 2023 |