Equality Impact Assessment forms – Internal Processes

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# **Equality impact assessment (EqIA) form - Professional Property Services Term Contract (Procurement)**

|  |  |
| --- | --- |
| Title of work to be assessed | Professional Property Services Term Contract (Procurement) |
| Assessment undertaken by | Linda MacMillan  |
| Date of assessment submission | 07 July 2023  |
| Details of the work being assessed | The work being assessed is the procurement of a term contract to provide the Library with access to a range of professional property and construction design and consultancy services, such as architect, mechanical and electrical engineers, structural engineers, quantity surveyors and so on. These design and consultancy services will be available to the Library over a period of up to seven years and may be used on an array of projects of varying values and complexities, for example a simple piece of structural advice on a crack found in some stonework, through to a full multidisciplinary team engaged to replace a smoke extract system or redevelop a major public space. At times there may be several projects running concurrently. |
| Who from EqIA Review group 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 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 being assessed is the procurement of a new term contract to provide the Library with access to a range of professional property and construction design and consultancy services, such as architect, mechanical and electrical engineers, structural engineers, quantity surveyors and so on.

The work which will be delivered through the Contract is undefined, as the projects that it will be used to deliver do not yet exist. Examples of the projects that the current Professional Property Services framework has been used to deliver include:

* The development of fire strategies for all buildings across the estate;
* The design of a new leaning space in the George IV Bridge building;
* The replacement of the smoke extract and fire damper installation in the Causewayside building;
* Advice on the replacement of two public platform lift in the public space at the George IV Bridge building;
* The design of a demountable loading bay canopy;
* The design of a noise attenuation solution around an air handling unit;
* A structural survey of steel access platforms;
* Cooling battery calculations for the refurbishment of an air handling unit.

The majority of the projects that will be delivered through the new Contract will relate to operations and maintenance issues, for example replacement of a smoke extract system or replacing a roof.

It is anticipated however that there will be a limited number of projects that will impact the public or staff. Some of these may be high profile and support the Library’s work to widen and diversify its audiences.

Project specific EqIA’s will be carried out for individual projects.

The scope of this EqIA is therefore limited to the procurement of the Professional Property Services Term Contract and how the Library ensures that the successful supplier has inclusive design embedded into all stages of their design processes in order that they are able to support the Library in fulfilling both its strategic objectives and duty under the Equality Act (2010).

* Might anyone else be affected indirectly?

As the projects on which the Services provided under the Contract are unknown, this EqIA will assume that public from all of the protected characteristic groups who use properties and townscape surrounding the Library’s property assets could be impacted by the decisions that the design team make.

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

All of the projects that will be delivered under this Contract should support the Library Strategy and related action plans.

## **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 |
| [Inclusive Design Overlay to the RIBA Plan of Work (architecture.com)](https://www.architecture.com/knowledge-and-resources/resources-landing-page/inclusive-design-overlay-to-riba-plan-of-work) |  |
| [Inclusion by Design – Equality, diversity and the built environment, CABE](https://www.designcouncil.org.uk/fileadmin/uploads/dc/Documents/inclusion-by-design.pdf) | (CABE is now the Design Council)  |
| BS8300 Design of an accessible & inclusive built environment Sensory Trust[Advice and guidance – Sensory Trust Guides](https://www.sensorytrust.org.uk/resources/guidance) |  |
| RIBA What is meant by inclusive design [What is inclusive design? (architecture.com)](https://www.architecture.com/knowledge-and-resources/knowledge-landing-page/what-is-inclusive-design)  |  |

## **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 |  | Where the Contract is used to develop public or staff spaces there is potential to create environments that actively enhance the experience of different age groups, but also a risk of missing opportunities or reinforcing barriers.  For example, when specifying the wet area in a new learning space the designers might recommend that the Library installs lever mixer taps with anti-scald devices that are easy for both arthritic and small hands to turn on and off and self-explanatory to use regardless of the ability to read signs or understanding of auto sensors.  Designers who have not embedded inclusivity in their design, might specify individual hot and cold design led taps that look amazing, but that are difficult for anyone with reduced strength to turn on or off. |

### **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 |  | Where the Service is used to develop public and staff spaces there is potential to create environments that actively enhance the experience of people with disability, but also a risk of missing opportunities or reinforcing barriers.  For example, during the feasibility study for the redevelopment of the café, the designers might show the Library that a small reduction in the number of covers will significantly improve the spacing and therefore access between tables making the whole café accessible for mobility impaired customers and people using assistance dogs.  Designers who have not embedded inclusivity in their design, might show the Library a design which has a high number of covers, which, whilst compliant with regulations, means that people with mobility impairments and assistance dogs will struggle to use tables that aren’t along a main circulation route. |

### **Gender Reassignment**

Does this work impact on transgender and cisgender people differently?

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

|  |  |  |  |
| --- | --- | --- | --- |
| Positive | Negative | None | Reasons for decision |
| X | X |  | Where the Service is used to develop public or staff spaces there is potential to create environments that actively enhance the experience of transgender and cisgender people, but also a risk of missing opportunities or reinforcing barriers. For example, when given an order to refurbish a set of male and female toilets with internal cubicles, pro-active designers might produce some sketches to show the Library how it can create a suite of direct access, single cellular toilets in the same space, that can be easily allocated as a mix of gender and gender-neutral toilets, making the toilets easy to use with dignity regardless of gender status. Non pro-active designers may simply produce a design with upgraded finishes and fittings. |

### **Pregnancy and Maternity**

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

|  |  |  |  |
| --- | --- | --- | --- |
| Positive | Negative | None | Reasons for decision |
| X | X |  | Where the Service is used to develop public or staff spaces there is potential to create environments that actively enhance the experience of pregnancy and maternity, but also a risk of missing opportunities or reinforcing barriers.  For example, when advising on the furniture selection for a new discovery area, a pro-active designer might persuade the Library to provide a range of chairs, some of which, would be appreciated by breast feeding mothers, reinforcing the message that breastfeeding is welcome.  Designers who have not embedded inclusivity in their design, might think about this in their selection missing the opportunity. |

### **Race**

Does this work impact on people of different races differently?

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

|  |  |  |  |
| --- | --- | --- | --- |
| Positive | Negative | None | Reasons for decision |
| X | X |  | Where the Service is used to develop public or staff spaces there is potential to create environments that actively enhance the experience of people of different races, but also a risk of missing opportunities or reinforcing barriers.  For example, whilst developing a new public space the Library might want to include graphics of images from its collection on the walls. A pro-active designer might encourage the Library to work with a number of different racial and cultural groups alongside the curators to curate the selection.  Designers who have not embedded inclusivity in their design, might simply work with the curators to select images that work well with their design style. |

### **Sex**

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

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

|  |  |  |  |
| --- | --- | --- | --- |
| Positive | Negative | None | Reasons for decision |
| X | X |  | Where the Service is used to develop public or staff spaces there is potential to create environments that actively enhance the experience of the different sexes, but also a risk of missing opportunities or reinforcing barriers. For example, when reviewing the brief for a new research area for the consultation of collection material, a pro-active designer might encourage the Library to include an area where a Reader can consult material whilst having their child in the space with them. Designers who have not embedded inclusivity in their design, may miss the opportunity to enable carers of young children, who are still predominantly women, to continue their studies or research. |

### **Sexual Orientation**

Does this workpeople with different sexual orientations differently?

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

|  |  |  |  |
| --- | --- | --- | --- |
| Positive | Negative | None | Reasons for decision |
| X | X |  | Where the Service is used to develop public or staff spaces there is potential to create environments that actively enhance the experience of the different people of different sexual orientation, but also a risk of missing opportunities or reinforcing barriers.  Designers who embed inclusive design into their work are more likely to encourage the Library to design in meaningful solutions to specific issues experienced people who have lived experience in the LGBTQ+ community that are based on consultation. |

### **Religion or Belief**

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

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

|  |  |  |  |
| --- | --- | --- | --- |
| Positive | Negative | None | Reasons for decision |
| X | X |  | Where the Service is used to develop public or staff spaces there is potential to create environments that actively enhance the experience of the people of different religion or belief, but also a risk of missing opportunities or reinforcing barriers.  Designers who embed inclusive design into their work are more likely to bring an awareness of opportunities and issues relating to a particular project to the Library’s attention and to encourage the Library to develop a design based on consultation with different religions and belief groups. |

### **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 | Where the Service is used to develop public or staff spaces marriage or civil partnership status may be a factor, but the considerations as the effect design are likely to be related to other characteristic, such as race or religion and therefore need to be considered within a holistic context. |

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 |  | Where the Service is used to develop public or staff spaces there is potential to create environments that actively enhance the experience of people with low or no income or wealth, but also a risk of missing opportunities or reinforcing economic inequality.  For example, designers who embed inclusive design into their work are more likely to advocate that the quality of the finishes, fixtures and fittings in a rest area used by people bringing their own food and drinks to the Library is of an equal quality as that in the café areas.  Other designers might advocate to the Library that it value engineers non income generating areas, saving money by going for a lower specification, thus reinforcing low-income users experience of economic inequality. |

### **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 Service will always relate to the physical estate, therefore cannot directly impact on the above. |

### **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 does not provide digital services, therefore cannot directly impact on the above.  |

## **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?

Desired outcome and benefits will be included in each project execution plan and be linked to the project EqIA.

* Who will carry this out?

The project manager will be responsible for ensuring that this part of the PEP is developed.

* How often will this be carried out?

Evidencing, monitoring and review will be agreed and documented in the PEP.

**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 | 10 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 | 2 August 2023 |



# **Equality impact assessment (EqIA) form - W0114 Causewayside Compartment Dampers and Associated Works**

|  |  |
| --- | --- |
| Title of work to be assessed | W0114 Causewayside Compartment Dampers and Associated Works |
| Assessment undertaken by | C Reid |
| Date of assessment submission | 20 November 2023 |
| Details of the work being assessed | The scope of construction works will include the replacement of the damper system and associated works. |
| Who from EqIA Review group 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 or revised the work in question. This task and form should not be completed by one person – it should be a team effort where possible.

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

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

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

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

* Might anyone else be affected indirectly?

The building’s neighbours.

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

No.

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

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

The most basic evidence is Census data. 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 |
| N.A. |  |
|  |  |

## **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 | Long term outcome is the upgrade of existing plant which benefits all. During the works disruption to on-site staff and users will be managed to minimise its impact. Works in live areas to be executed out of hours where reasonably practicable. |

### **Disability**

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

* How might your work impact differently on disabled people?
* What barriers, physical or attitudinal, might exist that could hinder disabled people's access and participation?
* What psychological barriers might exist for people with mental health issues?
* Will you need to consider different communication and engagement strategies to take into account disabled people's needs, and how will disabled people find out about this work, if it will affect them?
* Is take-up of this service 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 | Long term outcome is the upgrade of existing plant which benefits all. During the works disruption to on-site staff and users will be managed to minimise its impact. Works in live areas to be executed out of hours where reasonably practicable. |

### **Gender Reassignment**

Does this work impact on transgender and cisgender people differently?

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

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

### **Pregnancy and Maternity**

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

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

### **Race**

Does this work impact on people of different races differently?

* Might your work impact differently on people of different ethnicities?
* How will you make sure that people from a wide range of ethnic backgrounds will be able to access your service 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 | Long term outcome is the upgrade of existing plant which benefits all. During the works disruption to on-site staff and users will be managed to minimise its impact. Works in live areas to be executed out of hours where reasonably practicable. |

### **Sex**

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

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

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

### **Sexual Orientation**

Does this workpeople with different sexual orientations differently?

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

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

### **Religion or Belief**

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

* Might your work impact 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 | Long term outcome is the upgrade of existing plant which benefits all. During the works disruption to on-site staff and users will be managed to minimise its impact. Works in live areas to be executed out of hours where reasonably practicable. |

### **Marriage and Civil Partnership**

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

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

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

### **Households with low or no income or wealth**

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

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

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

### **Rural or island location**

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

* Will this work be available online?

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

### **Digital literacy and access**

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

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

|  |  |  |  |
| --- | --- | --- | --- |
| Positive | Negative | None | Reasons for decision |
|  | X |  | Long term outcome is the upgrade of existing plant which benefits all. During the works disruption to on-site staff and users will be managed to minimise its impact. Works in live areas to be executed out of hours where reasonably practicable.  The loss of access to collection items when some stacks are closed during the works may impact someone who wishes to consult material on site and is unable to do so. Overcome by widely advertising the closure programme well in advance through multiple channels. |

## **Step 4: Monitoring**

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

C Reid.

* How often will this be carried out?

Ongoing pre construction and during construction.

**Step 5: Publishing**

Publish screening form on website. 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 | 22 November 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 | 14 December 2023 |



# **Equality impact assessment (EqIA) form - Café contract and specification for re-tender**

|  |  |
| --- | --- |
| Title of work to be assessed | Café contract and specification for re-tender |
| Assessment undertaken by | Helen Abel  |
| Date of assessment submission | 25 March 2023  |
| Details of the work being assessed | This assessment will cover the specification and contract terms for suppliers tendering for the new café contract. The café menu and services directly supplied by the café contractor are covered. The physical aspects of the café including seating areas will be covered by other EqIAs. |
| 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.

Café customers, Library staff and café supplier.

* Might anyone else be affected indirectly?

Any other members of the public and staff using George IV Bridge building.

* 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 |
| Mystery visits report | Feedback from visitors with disabilities and families.Comment from November 2022The café had run out of non-dairy products at 12:30 when the mystery visitor and their child went to the cafe. Gluten free products were also not available.Comment from January 2023 They felt there were too few healthy options and the cakes and tray bakes looked ‘a bit mass produced compared with home baked cake I have seen in other cafes’.  |
| Visit Scotland accreditation report | Advisory comments on café offering. For example ‘Are all dietary requirements catered for?’. Verbal feedback from pre–advisory visit: ‘good to offer table service for people that find queuing and standing difficult’. |
| AccessAble report | Advisory comments for providing inclusive access to relevant facilities and services. |

## **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 |  |  | Different audiences that supplier will cater for are written into the specification. The retender provides an opportunity to increase offer for children and families.  |

### **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 |  |  | Contract will consider all of these new, additional elements which were not mentioned in the previous contract. * Updating menus to make them compatible with technology, and providing large print versions.
* Allowing customers to order and pay for food from their table, removing the pre-existing barriers of having to go to the servery to queue to place an order, which can be particularly difficult and stressful for those with physical impairments.
* Offering to carry trays to tables for customers.
* Opportunities for staff to have British Sign Language (BSL), autism and dementia training.
 |

### **Gender Reassignment**

Does this work impact on transgender and cisgender people differently?

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

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

### **Pregnancy and Maternity**

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

|  |  |  |  |
| --- | --- | --- | --- |
| Positive | Negative | None | Reasons for decision |
|  |  | X | No change to current expectations that supplier would support the Library’s breast feeding friendly policy in public spaces.  |

### **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 |  | Open tender competition but limited scope to highlight to suppliers with staff from minority backgrounds. |

### **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. |

### **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 |  |  | Contract will consider additional elements which were not highlighted in the previous contract. * Providing and advertising varied food options including halal and kosher meals.
 |

### **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. |

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 |  |  | Contract will consider:* alternative low-price options.
* donating left over produce to local food banks or charities.

Mentioned in contract – café staff will highlight packed lunch area on premises to people wanting to eat their own food.  |

### **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 | Café is in central Edinburgh. |

### **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 |  | No digital element in physical delivery but suppliers who wish to tender will have to be able to access the Public Contracts Scotland site and submit digital forms.  |

## **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?

Regular monthly meetings between Library representatives and supplier.

Annual performance review meeting.

* Who will carry this out?

Contract manager (Visitor Services Manager).

Issues requiring escalation will go to Director of Engagement.

* How often will this be carried out?

Monthly and annually. Matters requiring immediate attention dealt with immediately.

**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 | 05 April 2023  |

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

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